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INTERACTIVE

Read and Write

Teacher Edition
English Language Learner

COURSE 1

The McGraw-Hill Companies



Glencoe

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To Teachers

Overview

Glencoe's *Read and Write* for English language learners provides additional language and concept support for students using the *Glencoe Literature* program. This resource may be used to preteach the selections or as a parallel instruction to the whole group.

The *Read and Write* student edition follows the organization of the *Glencoe Literature* program, with instruction and support provided for the following features:

- Literary Element
- Reading Strategy or Skill
- Vocabulary

Helping English Language Learners to Improve Proficiency

One of the major concerns of teachers of English language learners (ELLs) is how to move students beyond basic interpersonal communicative skills to academic language proficiency. Research shows that the most effective way for ELLs to develop this proficiency—and to build content knowledge and improve language learning—is to focus them on *active engagement* in learning and to use *metacognitive* and *cognitive learning strategies*. Monitoring comprehension, building background, making inferences about possible meanings of new vocabulary—systematic instruction in all these strategies helps ELLs become more proficient.

The *Read and Write* philosophy of learner interaction, strategic intervention, and academic language development aligns with current linguistic thinking and best practices for teaching English language learners. The *Read and Write* offers comprehensible instruction that is cognitively demanding and contextually embedded. Side notes, for instance, explain reading strategies and literary elements in a clear, interactive format, providing concrete examples for abstract concepts, such as drawing conclusions.

Using the Student Edition

The *Read and Write* student edition uses “considerate text” to provide a variety of interactive ELL strategies that engage students at all levels of proficiency.

Before You Read

The features **Connect to the Genre**, **Literary Element**, and **Reading Strategies and Skills** are introduced before students read the selection and parallel the instruction of the *Glencoe Literature* program, using an accessible approach for English language learners.

Vocabulary

- **Selection Vocabulary** parallels the vocabulary taught in *Glencoe Literature*, but modified definitions and example sentences provide systematic vocabulary instruction and additional context for accessing words’ meanings.
- **Content Vocabulary** provides additional illustrated vocabulary words that are:
 - essential to understanding the selection
 - likely to be used again throughout the school year
 - multidisciplinary
- **Vocabulary Practice** activities appear in the back of the student book for each lesson. These activities are leveled to meet students’ varying proficiency levels. **Activity A** provides vocabulary practice for Beginning students; **Activity B** provides vocabulary practice for Intermediate students; and **Activity C** provides vocabulary practice for Advanced and Advanced High students. The **Vocabulary Check** after reading offers the same scaffolded practice.
- **Pronunciation Key** Refer students to the **Pronunciation Key** on page 260 for help in pronouncing new vocabulary words.

During Reading

Students are able to access selection text at their proficiency level:

- **Beginning** Beginning students are able to access selection text by focusing on a unique **To Sum Up** feature that summarizes each selection page in an easy-to-read format. By reading these features, students will be able to access the essential meaning of the story.
- **Intermediate** Intermediate students are able to access the selection text at their proficiency level by reading the boxed portions of the selection. By focusing on these selected portions of text, students will be able to access the essential elements of the story, including plot development, characterization, literary elements, and text features.
- **Advanced/Advanced High** Advanced and Advanced High students are able to read the entire selection to access the text at their proficiency level. Additional interactive side-margin notes challenge these students at a deeper level to make meaning from the entire text.

Interactive side margin notes ensure students' active participation in applying strategies such as analyzing, identifying, defining, explaining, and critiquing. This interactive approach encourages students to be engaged as active speakers and listeners by using partner-talk and other tools, such as sentence frames, that guide their use of language. Students at different proficiency levels are able to explore questions and prompts together. This highly-structured opportunity promotes language use in a non-threatening way among peers.

- **Literary Element** offers practice in an interactive format for the literary element introduced before reading.
- **Background Information** provides additional relevant context to build background.

- **Content Vocabulary** is defined and illustrated at point of use in context.
- **Idioms** and figurative language are defined at point of use for student interpretation.
- **Comprehension Check** allows students to periodically check their comprehension of the selection in an interactive format.
- **To Sum Up** summarizes each selection page for Beginning and Intermediate students.
- **Reflect** allows students to practice the Reading Strategy or Skill. A partner icon signals to students to discuss their opinions and thoughts with a classmate. This opportunity allows students to demonstrate a range of speaking skills and strategies for paired activities or flexible small-group instruction.
- **Note Taking** gives students a structure for taking notes while they read nonfiction. A process for taking notes is particularly useful in understanding informational text, and research shows that students who take good notes perform better on tests. Using this process, drawn from the Cornell note-taking system, students will record notes, recap what they've learned, and summarize their notes.

After You Read

- Students apply what they've learned in a cumulative review after reading in **Vocabulary Check** and **Comprehension Check**.
- A **four-domain activity** after each lesson allows students to practice speaking, listening, reading, and writing within the context of the selection, using a fun, interactive format. Some of these after reading activities appear in the back of the student book.

Using the Teacher Edition

The *Read and Write* Teacher Edition presents comprehensive guidance for teachers in providing effective, efficient instruction for English language learners. The lessons are easy to navigate—labeled sections correspond to each feature of the student page. Lessons give teachers optimal opportunities to scaffold instruction and check for understanding, using a variety of instructional techniques for content, vocabulary acquisition, and language development, including:

- Oral Language and Building Background
- Interactive Question-Response
- Modeling
- Differentiated Instruction
- Vocabulary Routines
- Academic Vocabulary
- Phonics
- Writing Links
- Fluency
- Oral Assessment
- Comprehension
- Word Study
- Grammar Links

Oral Language and Building Background Differentiated instruction for each lesson opener develops students' oral language and builds background at these levels of proficiency: Beginning, Intermediate, Advanced, and Advanced High. (See page 1 for an example.)

Interactive Question-Response Each lesson is explored through a research-proven interactive approach, called Interactive Question-Response, which helps teachers coach English language learners in using language to make connections and meaning. This conversational, interactive instruction creates context and provides opportunities for

students to see how information builds and connects. This type of instruction provides ample opportunities for students to talk and use new language. It helps teachers ask the right kind of questions that focus on the basic meaning of the text and build overall understanding. Interactive teacher modeling helps students to use what they already know as they add new knowledge. It also allows numerous opportunities for using role-play and movement activities to enhance vocabulary meaning. These techniques make instruction engaging and memorable for students. (See page 2 for an example.)

Modeling is the process of demonstrating a thinking process. To model, the teacher reads aloud the interactive prompt as students follow along. Then, in everyday language, the teacher reasons aloud. The purpose of modeling is for students to understand the steps that readers follow to solve a reading problem or analyze text. The goal is to have students apply similar reasoning procedures during their own reading processes. To complete the modeling cycle, individual students should think aloud, with a partner or with the class, to demonstrate their own thinking processes as they employ the reading strategy or skill. Reasoning aloud makes students more aware of what they do as they read. Listening to a student think aloud shows the teacher how the student's abilities are developing and where the student needs support and guidance in applying the strategy. Teachers should use the scripting in *Read and Write* as a springboard for modeling in their own words to sound as natural as possible. (See page 2 for an example.)

Differentiated Instruction Differentiated instruction throughout the lessons provides the means to clarify difficult text for students at these proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. (See page 6 for an example.)

Vocabulary Routines To provide teacher-directed instruction for vocabulary development, vocabulary routines appear for each lesson: Words are defined in a new way, additional sentences show the words in different contexts, and students define, explain, and compare and contrast vocabulary in their own words. (See page 3 for an example.)

Academic Vocabulary Lessons call out academic vocabulary words within the selection text at point of use. Academic vocabulary words represent a research-based collection of words that are commonly used in academic texts. Direct instruction presents students with the basics of a working academic vocabulary, one that will prove useful in reading, writing, and research in many areas of study. (See page 26 for an example.)

Phonics Each lesson features phonics instruction on a targeted phonic element that appears within a selection or content vocabulary word. (See page 3 for an example.) See also page T10 for additional strategies for teaching and reinforcing phonic elements and word analysis.

Writing Link Each lesson suggests a writing assignment related to the selection to provide context for student writing that serves an intended purpose. (See page 10 for an example.) See page T11 of this teacher edition for a Writing Checklist that students may use to evaluate their own writing.

Fluency Students practice oral reading skills throughout the program by choral reading and reading aloud individually. These fluency lessons provide instruction and practice for reading aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expressions. (See page 19 for an example.) See also pages T12 and T13 for best practices of fluency development and Oral Reading Guidelines to evaluate students' oral reading performance.

Oral Assessment An oral assessment at the end of each selection allows teachers to evaluate students' level of language output. Teachers use five selection-related questions to prompt oral responses that demonstrate students' proficiency levels. The same questions are used for all students, so teachers may wish to incorporate additional strategies for beginners, such as using gestures or pictures to help elicit responses. For early advanced students, teachers may wish to prompt expanded responses by asking students to expand, elaborate, or clarify their answers. (See page 8 for an example.) See page T14 of this teacher edition for an Oral Assessment Rubric to evaluate students' proficiency levels.

Comprehension Blackline Masters Students start a graphic organizer at the beginning of each selection and complete it as they read to reinforce skills, such as identifying and analyzing. The graphic organizers for all lessons begin on page A1 at the back of this teacher edition. (See page 4 for an example.)

Word Study Blackline Masters Word study instruction occurs throughout these lessons and features words from the selections to illustrate particular word study topics, such as analogies, metaphors, similes, and word origins and derivations. (See page 22 for an example.) Word study activities that reinforce instruction begin on page A1 at the back of this teacher edition.

Grammar Link Blackline Masters Throughout the program, teachers are referred to grammar, sentence structure, and punctuation lessons that begin on page A1 at the back of this teacher edition. (See page 27 for an example.) The instruction and practice features characters and topics from the selections to provide meaningful context as students apply concepts.

Strategies for Teaching Phonics

Strategies for Teaching and Reinforcing Phonic Elements

1. Write the letter or letters for the sound you are targeting on the board. Say the sound associated with the letters and have students repeat the sound to you.
2. Write on the board several example words that contain the sound-spelling you are teaching. For each word, review the phonemes, or sounds, in the word and then model blending the new sound with the other sounds in the word. Have students repeat the blending procedure for each word with you. Finally, say each word as you point to it on the board and have students read each word back to you.
3. Dictate several additional words with the sound-spelling you are targeting. Have students write these words. Ask individuals to read back the words they have written.
4. Have one student, or several students simultaneously, write the words on the board. Discuss the students' spelling of these words and have them make corrections as needed.
5. Reinforce the sound-spelling skill through various reading, writing, or speaking activities, such as those suggested below.

Activities to Reinforce Word Analysis

- Have student find words with the targeted sound-spelling combination in a paragraph or segment of their literature selection; students should read these words aloud to a partner or within a group.
- Have students generate a list of words based on the example words and the sound-spelling correspondence taught; have them discuss these words in a group.
- Have students in a group discuss and sort words that have the specific sound-spelling you are targeting from a mix of words.
- Have students make flashcards of words that teach the appropriate phonics principle; have partners quiz each other on the words.
- Have small groups create cloze sentences that should be completed with words containing the targeted phonics elements. For example, if you are reviewing the *gr* blend, student might construct the following cloze sentence: Everyone had a gr_____ time at the party. After you review, groups may present their sentences to other groups for completion.
- Have students write sentences, paragraphs, poems, or riddles that make use of words that illustrate a particular phonics element.

Writing Checklist

Name _____

1. I followed the directions for writing.
2. My writing shows that I read and understood the article.
3. I capitalized the names of people and the proper names of places and things.
4. I put a punctuation mark at the end of each sentence.
5. I read my writing aloud and listened for missing words.
6. I used a dictionary to check words that didn't look right.

Check off the things on the list that you have done for each writing assignment.

Selection Titles	Checklist Numbers					
	1	2	3	4	5	6
What Exactly Is a Hero?						
The King of Mazy May						
The Courage That My Mother Had; My Father Is a Simple Man						
Climate						
He Lion, Bruh Bear, and Bruh Rabbit; The Toad and the Donkey						
Same Song; Maestro						
I Dream a World; Life Doesn't Frighten Me						
Arachne						
Functional Documents						
Eulogy on the Dog						
The Wolf and the House Dog; The Donkey and the Lapdog						
The Shutout						
<i>from</i> Elie Wiesel: Voice from the Holocaust						
Primary Lessons						
Eleanor Roosevelt; In Eleanor Roosevelt's Time						
The Eco-Canoeist						
<i>from</i> Brighton Beach Memoirs						
Best of Buddies						
Zlateh the Goat; The Boy Who Lived with the Bears						

Fluency

Best Practices for Fluency Development

Glencoe's *Read and Write* for English language learners provides differentiated instruction for fluency practice of the following skills:

Expression and Intonation

- Punctuation
- Bring Out Meaning
- Dialogue

Pacing

- Phrasing
- Meaningful Phrases
- Smooth Reading

Why Fluency Is Important for English Language Learners

Slow, disfluent reading is associated with poor comprehension and inefficient reading overall. If reading proceeds haltingly, it is difficult for readers to make connections, activate background knowledge, acquire new information, or find deeper meaning in text. It's important for secondary students to understand the role fluency plays in the reading process. As students become aware of their oral and silent reading behaviors, they will be able to monitor their fluency.

Strategies for Developing Fluency

Oral Reading One of the most effective ways to help students build fluency is by having them listen to good oral readers and then practice oral reading themselves. Research shows that when a student hears the fluent reading of a text while simultaneously reading silently, fluency as well as vocabulary and comprehension improve.

Repeated Reading When students have difficulty with phrasing or inappropriate chunking of words, they need repeated practice in order to infer phrasing boundaries. Through repeated oral readings, the reader learns to transfer this knowledge of phrase patterns to other, unfamiliar passages.

Paired Reading Pair students and allow them to practice reading orally to one another. A partner may choose to read one paragraph at a time to the other, or the more fluent reader may read a long passage while the partner follows along silently.

Choral Reading Choral reading is a technique that allows students to use their voices in unison to convey meaning. This practice allows shy or insecure students to practice fluency in a safe environment.

By using these strategies, students will improve:

- Phrasing: the ability to chunk text into syntactically appropriate units
- Smoothness: the ability to read without hesitation or inappropriate pauses
- Prosody: the ability to portray the intonation, rhythm, and vocal stress in speech

Read and Write calls out passages in the selections that are appropriate for practicing certain fluency skills. Following is an effective sequence for presenting these lessons:

- Tell students they will be doing a choral reading of the passage.
- Read aloud the passage twice, demonstrating phrasing, smoothness, and prosody.
- Allow students to read the passage silently, practicing the fluency elements.
- Have students practice reading aloud the passage with a partner before choral reading.
- Students may join in the choral reading one at a time, until they are all reading together, or teachers may choose to have all students read together at the same time.

Teachers may want to evaluate students individually, using the Oral Reading Guidelines on page T13. Teachers may choose to keep records of students' oral readings to be able to show students' fluency improvement after repeated oral readings.

Oral Reading Guidelines

This guide will help you evaluate students' oral reading performances. In each of the five categories listed, score a student's fluency, using a scale of 1 to 4. After the evaluation in each category, average the five scores and record an overall score.

	Score 1 • Poor	Score 2 • Fair	Score 3 • Good	Score 4 • Excellent
Accuracy	Word Recognition is poor (below 85%); the reader attempts to decode but is usually unsuccessful.	Word recognition is marginal (86–90%); the reader often self-corrects but unsuccessfully.	Word recognition is good (91–95%); the reader often self-corrects successfully.	Word recognition is excellent (96% or above); self-corrections are necessarily few and usually successful.
Rate	The reading rate is slow and laborious.	The reading rate is somewhat slow or inappropriately fast.	The reading rate is adequate but sometimes unevenly fast or slow.	The reading rate is consistently conversational and appropriate.
Phrasing	The reader reads word-by-word in one tone, often not recognizing phrases, clauses, or ends of sentences.	The reader reads in groups of two or three words, often not recognizing phrases, clauses, or ends of sentences.	The reader has good expression but may pause in mid-sentence.	The reader reads expressively, showing understanding by recognizing phrases, clauses, and ends of sentences.
Smoothness	The reader pauses, hesitates, and repeats words many times.	The reader pauses and hesitates when encountering challenging parts.	The reader encounters occasional breaks in reading due to specific words; the reading is generally smooth.	The reader encounters very few breaks; the reading is smooth and even.
Prosody	The reader ignores punctuations and reads each word with equal emphasis.	The reader pays attention to punctuation, but reads in a monotone.	The reader uses expression appropriately to facilitate meaning.	The reader appropriately employs expression to enhance the text, using intonation, rhythm, and vocal stress to clarify meaning.

Name_____

Overall Score_____

Class_____

Percentage Score_____%

Oral Assessment Rubric

Read the questions from the selection-specific Oral Assessment as you evaluate students’ levels of language output. Place a checkmark in the box that reflects the type of student response to each question. Then tally the types of responses to determine students’ proficiency levels.

Questions	Beginning Student speaks using single words and short phrases	Intermediate Student speaks using simple sentences	Advanced Student displays an emerging ability to use complex sentences	Advanced High Student speaks using complex sentences
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				

Total responses _____

Proficiency Level _____

English Language Proficiency Standards

Correlations to the English Language Proficiency Standards can be found in Glencoe Literature Texas Treasures Teacher Editions.

English Language Proficiency Standards

(a) Introduction.

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.
- (2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read,

and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

- (5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten–Grade 12.
- (6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students’ linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

- (1) identify the student’s English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;
- (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
- (3) provide content-based instruction including the cross-curricular second language acquisition skills in subsection (c) of this section in a manner that is linguistically

accommodated to help the student acquire English language proficiency; and

- (4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

- (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms

and circumlocution (conveying ideas by defining or describing when exact English words are not known);

- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
 - (F) use accessible language and learn new and essential language in the process;
 - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
 - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (A) distinguish sounds and intonation patterns of English with increasing ease;
 - (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
 - (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborate spoken language;
 - (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
 - (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
 - (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
 - (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
 - (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
 - (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
 - (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
 - (E) share information in cooperative learning interactions;
 - (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
 - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
 - (I) adapt spoken language appropriately for formal and informal purposes; and
 - (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading.

The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
- (B) recognize directionality of English reading such as left to right and top to bottom;
- (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
- (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
- (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area

text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

- (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
 - (H) read silently with increasing ease and comprehension for longer periods;
 - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across

foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents;
 - (ii) using possessive case (apostrophe *s*) correctly; and
 - (iii) using negatives and contractions correctly;
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Why Use This Book?

Read for Fun and Read to Learn!

The notes and features of *Read and Write* will help you read and understand each literature and nonfiction selection. As you use these notes and features, you practice the skills and strategies that good readers use when they read.

Before You Read

Connect

Before you read, think about your own experiences. Share your knowledge and opinions.

Literary Elements and Reading Skills

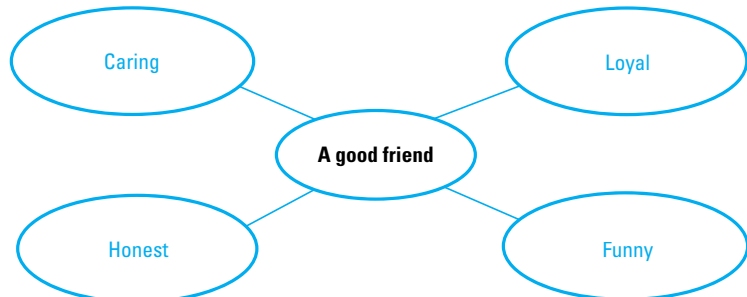
Literary elements help you to learn important features of literature. Reading skills help you develop good strategies to understand what you read.

Before You Read

Amigo Brothers

Connect to the Short Story

Think about your best friend. What makes that person such a good friend? Complete the web with qualities you think are important in a friend.



Literary Element Plot

Plot is the order of events in a story. Most plots include **conflict**, which is a struggle between two people, feelings, or forces. Conflict can be internal or external.

- **Internal conflict** is something you worry about on the inside, such as when you have to make a decision.
- **External conflict** is a problem you have with other people or forces, such as when you have to take cover from a bad storm. Conflict is important because it keeps the plot moving. It makes stories interesting because you want to find out who or what will win the struggle.

Reading Strategy Connect to Personal Experience

When you **connect to personal experience**, you stop and think about what you have read. You connect to what you read by asking yourself

- who does the character remind me of?
- when has something like this happened to me?
- how did I feel at the time?

Selection and Content Vocabulary

Learning new vocabulary helps prepare you to read.

Selection Vocabulary Practice saying the words with a partner.

devastating (dev' əs tā' ing) *adj.* causing a lot of injury or destruction

The **devastating** hurricane destroyed his house.

> Cognate (Spanish) **devastador(a)**

wary (wār' ē) *adj.* careful or watchful

The mail carrier was **wary** of the large, barking dog.

perpetual (pər pəch' ōō əl) *adj.* never-ending or lasting forever

The noise of traffic is a **perpetual** sound in a big city.

> Cognate (Spanish) **perpetuo(a)**

improvised (im' prə vīzəd') *v.* made or performed without preparing ahead of time
We **improvised** by holding big plastic bags over our heads when it started to rain.

> Cognate (Spanish) **improvisado(a)**

evading (i vād' ing) *v.* keeping away from or escaping from

I cannot catch the mouse because it keeps **evading** me.

> Cognate (Spanish) **evadir**

Content Vocabulary

lean (lēn) *adj.* thin
Ali exercises often because he wants to be **lean** and strong.



champion (cham' pē ən) *n.* the person who wins first prize
Raúl was the **champion** of the soccer team.



muscular (mus' kyə lər) *adj.* having well-formed muscles, or strong
Jaime lifts weights to become **muscular**.



ashamed (ə shāmd') *adj.* feeling embarrassed or uncomfortable
The girl felt **ashamed**. She forgot her homework at home.



confident (kon' fə dənt) *adj.* being sure of oneself
Maria is **confident** that she will save enough money to buy a bicycle.



victory (vik' tər ē) *n.* the defeat of an enemy or opponent
The soccer game ended in a **victory** for our school.
> Cognate (Spanish) **victoria**



briskly (brisk' lē) *adv.* in a quick and energetic way
The excited group of students walked **briskly** to the bus.



charging (chärj' ing) *v.* moving forward to attack
I could not catch my dog. It was **charging** after a rabbit.



For more practice, see page 242.

Read, Respond, Interact

Notes support you as you read. Interact with and respond to the text by answering questions and reading information.

During Reading

Amigo Brothers

lean (lĕn) *adj.* thin



champion (cham' pĕ ən) *n.*
the person who wins first prize



Background Information

Lightweight Boxers are put in categories based on their weights. A boxer in the lightweight category weighs between 130 and 135 pounds.

To Sum Up

- ▶ Felix and Antonio are best friends.
- ▶ Both boys want to be boxing champions.

Antonio Cruz and Felix Varga were both seventeen years old. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the lower east side of Manhattan in the same tenement¹ building on Fifth Street between Avenue A and Avenue B.

Antonio was fair, lean and lanky, while Felix was dark, short, and husky. Antonio's hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style.

Each youngster had a dream of someday becoming lightweight champion of the world. Every chance they had the boys worked out, sometimes at the Boy's Club on 10th Street and Avenue A and sometimes at the pro's gym on 14th Street. Early morning sunrises would find them running along the East River Drive, wrapped in sweat shirts, short towels around their necks, and handkerchiefs Apache style around their foreheads.

While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.

Between them, they had a collection of *Fight* magazines second to none, plus a scrapbook filled with torn tickets to every boxing match they had ever attended, and some clippings of their own. If asked a question about any given fighter, they would immediately zip out from their memory banks divisions, weights, records of fights, knockouts, technical knockouts, and draws² or losses.

Each had fought many bouts representing their community and had won two gold-plated medals plus a

1. A **tenement** is a kind of apartment building.

2. A **knockout** is when a boxer falls to the ground and does not stand up within a certain amount of time. A **technical knockout** is when a boxer is injured or confused and unable to continue the fight. A **draw** is when a fight is so close that neither boxer can be called the winner.

Questions about **Literary Element** allow you to practice this feature.

Content Vocabulary appears next to the words in the text.



boxing ring

silver and bronze medallion. The difference was in their style. Antonio's lean form and long reach made him the better boxer, while Felix's short and muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions,³ it had always been hot and heavy.

Now, after a series of elimination bouts,⁴ they had been informed that they were to meet each other in the division finals that were scheduled for the seventh of August, two weeks away—the winner to represent the Boys Club in the Golden Gloves Championship Tournament.

The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.

One morning less than a week before their bout, they met as usual for their daily workout. They fooled around with a few jabs at the air, slapped skin, and then took off, running lightly along the dirty East River's edge.

Antonio glanced at Felix who kept his eyes purposely straight ahead, pausing from time to time to do some fancy leg work while throwing one-two's followed by upper cuts to an imaginary jaw. Antonio then beat the air with a barrage of body blows and short devastating lefts with an overhand jaw-breaking right.

After a mile or so, Felix puffed and said, "Let's stop a while, bro. I think we both got something to say to each other."

Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two

Vocabulary

devastating (dev' as tāt' ing) *adj.* causing a lot of injury or destruction

3. **Sparring sessions** are practice fights.

4. **Elimination bouts** are fights in a tournament; the winners advance to fight again, but the losers are taken out of competition.

Amigo Brothers

muscular (mus' kyā lār) *adj.*
having well-formed muscles, or strong



Literary Element

Plot Antonio and Felix must fight each other. What type of conflict is this? Check the correct answer.

- ☐ internal
☒ external
☐ neither

To Sum Up

- ▶ The boys have different boxing styles.
- ▶ The boys must compete against each other.

the courage of a tug boat pulling a barge five times its welterweight¹⁰ size.

"It's fair, Tony. When we get into the ring, it's gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don'tcha?"

"Sí, I know," Tony smiled. "No pulling punches. We go all the way."

"Yeah, that's right. Listen, Tony. Don't you think it's a good idea if we don't see each other until the day of the fight? I'm going to stay with my Aunt Lucy in the Bronx. I can use Gleason's Gym for working out. My manager says he got some sparring partners with more or less your style."

Tony scratched his nose pensively.¹¹ "Yeah, it would be better for our heads." He held out his hand, palm upward.

"Deal?"

"Deal." Felix lightly slapped open skin.

"Ready for some more running?" Tony asked lamely.

"Naw, bro. Let's cut it here. You go on. I kinda like to get

10. A **welterweight** boxer weighs between 141 and 147 pounds.
11. **Pensively** means "in a thoughtful or sad way."

REFLECT

Connect to Personal Experience

Think about a time when you competed against a friend.
How did you feel about it?

Possible answer: I felt sad and nervous.



Talk about your answer with a partner.

Amigo Brothers

Follow along as your teacher leads you in a shared reading.



Comprehension Check

Reread the boxed text.
Underline what the boys promise each other.

A **deal** is an agreement. The boys agree to stay apart until the fight.

To Sum Up

Felix and Antonio decide that they must fight each other fairly.

Amigo Brothers

7

Respond to **Comprehension Check** to see how well you understand the text.

Definitions of idioms or interesting expressions help you to understand what you read.

Footnotes define terms in the text.

Reflect boxes give you a chance to practice the Reading Strategy.

You can respond to and interact with nonfiction text on a special **Note Taking** page.

Note Taking

Read the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____ because _____.
2. One word that I didn't know on this page is _____. It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Show What You Know

After reading activities help you focus your understanding of the text. Here, you apply the skills and strategies you practiced during reading.

After Reading

After You Read **Amigo Brothers**

Vocabulary Check

A. Circle the picture that best answers the question.

- Which dog is **lean**?  
- Which person looks **confident**?  
- Who is **charging**?  
- Which person looks **ashamed**?  

B. Choose the sentence that is the best example of the vocabulary word.

- muscular**
 - someone who lifts weights a lot
 - someone who doesn't exercise
- devastating**
 - The tornado destroyed our house.
 - I finished my homework.
- victory**
 - The team won the game.
 - The team lost the game.
- briskly**
 - how you walk when you are tired
 - how you walk when you want to move quickly
- perpetual**
 - Sometimes my friend is happy.
 - My friend is always happy.

C. Read the vocabulary words. Think about what each word means in "Amigo Brothers." Circle the word that has almost the same meaning.

- champion** winner dreamer failure fighter
- wary** careless cautious thoughtless fast
- evading** enjoying facing escaping hitting
- improvised** planned messages traditional made up
- perpetual** brief long-lasting finished forgotten

Read the directions carefully. If you do not know the meaning of a word, ask a partner or your teacher.

Vocabulary Check shows how well you learned the new vocabulary.

Check your understanding of the text in **Comprehension Check**.

After You Read **Amigo Brothers**

Role Play an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are either Felix or Antonio and a reporter is interviewing you after the fight. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. Take turns being the interviewer and Antonio or Felix.

INTERVIEWER: What is your name?
ANTONIO/FELIX: My name is Felix Varga.
Possible answer: Felix Varga.

INTERVIEWER: What do you look like?
What does your opponent look like?
ANTONIO/FELIX: I am dark, short, husky, and I have an afro. He is lean and lanky, has a long reach, and has long hair.

INTERVIEWER: How long have you known your opponent?
ANTONIO/FELIX: I have known him since childhood.

INTERVIEWER: Why do you call him "amigo brother"?
ANTONIO/FELIX: I call him "amigo brother" because Possible answer: we are close like brothers.

INTERVIEWER: Describe what you did to prepare for the fight.
ANTONIO/FELIX: Possible answer: I trained at a gym and watched a movie.

INTERVIEWER: Did your friendship change before the fight? How?
ANTONIO/FELIX: Possible answer: Yes, we both decided to spend some time apart.

INTERVIEWER: Was it difficult to face your friend in the ring? Why or why not?
ANTONIO/FELIX: Possible answer: Yes, because he is my friend.

INTERVIEWER: Who was the true champion of the fight? Explain.
ANTONIO/FELIX: Possible answer: We both were because we didn't care who won. We had our friendship and that was enough.

After You Read **Amigo Brothers**

Comprehension Check

A. What happens in "Amigo Brothers"? Use the diagram to tell the events in order.

Beginning: Antonio and Felix decide to fight.

Middle: Antonio and Felix worry that boxing will hurt the friendship.

End: Antonio and Felix fight hard but quit before the end. They are still friends.

B. Compare Antonio and Felix. How are they alike? How are they different?

Antonio	Both	Felix
lean; long reach; better boxer	worried; want to win	short; muscular; better slugger

C. Think about the story. Then complete the sentences.

The main characters in the story are Antonio and Felix.

Both characters have an internal conflict because they are worried about fighting against each other, but they both want to win a championship.

Both characters have an external conflict. This conflict is the boxing match.

The conflicts end when the characters box each other, but stop before they knock each other out.

Fun activities allow you to speak, listen, read, and write.



Many other activities also appear in the back of your book!

6.10.C Explain how different organizational patterns develop the main idea and the author's viewpoint.

WHAT EXACTLY IS A HERO?

by T. A. Barron

What Exactly Is a Hero?

1

Oral Language

Build Background

Read the title and author. Explain that students will read the essay "What Exactly Is a Hero?" by T. A. Barron, a writer and environmentalist who lives in Colorado. **Ask:** *What does the word exactly mean? (specifically or truly)* **Ask:** *What does the word hero mean? (a brave person)*

Talk About the Essay

Explain that the essay is about what a hero is and what a hero is not.

Beginning Ask students to identify what a hero does. Work with students to gesture or illustrate what heroes do. For example, if students indicate that a hero fights fires, act out or draw a firefighter saving someone from a fire.

Intermediate Ask students to list what heroes do. Have students tell why heroes are important. Provide the following sentence frames to help students organize their thoughts.

Heroes do things like _____. (save people from disasters and bring bad guys to justice)

This is important because _____. (disasters and bad guys can hurt many people)

Advanced/Advanced High Lead a discussion in which students identify behaviors and characteristics that define a hero. Ask questions, such as: *What does a hero do? What does a hero not do?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Essay

Vocabulary

- Selection Vocabulary
- Content Vocabulary

Phonics

- Consonant Clusters with *pr*

Literary Element

- Text Structure

Reading Skill

- Determine Main Idea and Supporting Details

Writing Link

- Letter

Comprehension

- Graphic Organizer BLM

Grammar Link

- Exclamatory and Imperative Sentences BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Essay

Read aloud Connect to the Essay. Write the sentence frame and list on the board. Explain that there are many ways for a person to be a hero.

Ask: *Who is your hero? What makes your person a hero?* Then have students complete their lists individually.

Literary Element Text Structure

Read aloud the Literary Element. Show students two different books. Tell students you are going to compare and contrast the books. Have students raise one hand when they hear a signal word or phrase for comparing and two hands when they hear a signal word or phrase for contrasting. **Model** *This book has a cover. This other book has a cover, also. The cover of this book is blue. However, this cover of this other book is red. This book is written in English like this other book, but this other book has more words in it.*

Reading Skill Determine Main Idea and Supporting Details

Read aloud the Reading Skill. Provide an anecdote that students might relate to, such as: *Marta takes her dog for a walk every morning. If the weather is nice they walk around the park. If it is cold or wet, they just walk around the block. No matter what the weather is like, they always stop to get a newspaper.* Have students identify the main idea. Provide the following sentence frames.

The most important idea in the story is ____.
(Marta takes her dog for a walk every morning)

The supporting details tell more about ____.
(Marta walking her dog)

Connect to the Essay

Who do you think of as a hero? What makes this person a hero?
Make a list of the things that make this person a hero.

My hero is my father.

A hero is

1. brave
2. strong
3. willing to help others

Literary Element Text Structure

Text structure is the order or pattern a writer uses to organize ideas. **Comparing and contrasting** is one way an author can organize a text. Comparing means telling how things are similar, or alike. Contrasting means telling how things are different.

Writers use signal words or phrases to let readers know they are comparing or contrasting.

- Signal words for comparing: *similarly, like, and also*
- Signal words and phrases for contrasting: *in contrast to, but, and however*

Reading Skill Determine Main Idea and Supporting Details

The **main idea** is the most important idea in a paragraph or passage. Sometimes the main idea is clearly written in a sentence. Sometimes an author leaves clues for a reader to help them find the main idea. **Supporting details** are ideas that tell more about the main idea. To find the main idea, ask yourself questions such as:

- What is each sentence or paragraph about?
- Are any sentences more important than the others?
- What idea do most of the sentences support?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

essential (i sen' shəl) *adj.* basic
Fruits and vegetables are an **essential** part of a healthy diet.

➤ Cognate (Spanish) **esencial**

prominent (prom' ə nənt) *adj.* well-known or important
The mayor is a **prominent** person in our town.

economic (ek' ə nom' ik) *adj.* relating to money matters
Roberto's **economic** problems ended when he got a new job.

➤ Cognate (Spanish) **económico(a)**

prevail (pri vāl') *v.* to win
Marta hoped she would **prevail** in the tennis match.

conscious (kon' shəs) *adj.* done with purpose
Indira made a **conscious** effort to be friendly to her new neighbor.

➤ Cognate (Spanish) **conciente**

Content Vocabulary

hike (hik) *n.* a walk for pleasure or exercise
My family likes to **hike** in the forest.



journey (jur' nē) *n.* the act of traveling; a trip
We took a long **journey** from Chicago to Los Angeles.



triumphs (tri' umfs) *n.* successes
The team won all their games. They had many **triumphs**.

➤ Cognate (Spanish) **triumfo**



qualities (kwol' ə tēz) *n.* a person's characteristics or basic nature
Honesty and kindness are two **qualities** I look for in a friend.

➤ Cognate (Spanish) **calidades**



celebrity (sə leb' rə tē) *n.* a famous person
The **celebrity** signed many autographs.

➤ Cognate (Spanish) **celebridad**

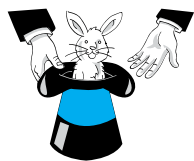


heroism (her' ō iz' əm) *n.* the state of being a hero
Luke wrote about the **heroism** of a girl. She saved his life.

➤ Cognate (Spanish) **heroísmo**



revealed (ri vēld') *v.* made known or shown clearly
The magician **revealed** that a rabbit was in his hat.



primary (prī mer' ē) *adj.* most important
My **primary** reason for exercising is to stay healthy.



For more practice, see page 224.

What Exactly Is a Hero?

3

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **essential**, it is basic and most important. **Example:** Doing homework is an **essential** part of getting good grades. **Ask:** What is another example of something that is essential? **EXAMPLE**

A **prominent** person is someone who is well known or important. *The President of the United States is a prominent person.* Describe someone in your school who is prominent. **DESCRIPTION**

Something **economic** has to do with money. *You might sell your favorite bicycle for economic reasons.* What is another example of something that you do for an economic reason? **EXPLANATION**

Continue the process with *prevail* and *conscious*.

Content Vocabulary

Triumphs are successes. *Roberto wins all of his chess games. He has many triumphs.* What is a word that means the opposite of *triumphs*? **ANTONYM**

A person's **qualities** are how that person looks, feels, thinks, and acts. *A nurse should have the qualities of kindness and liking hospitals.* What are some qualities a weightlifter should have? **EXPLANATION**

A **celebrity** is a famous person. *She is in many movies. That makes her a celebrity.* What is a word or phrase that means the same as *celebrity*? **SYNONYM**

Continue the process with *hike*, *heroism*, *revealed*, *primary*, and *journey*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 224.

Phonics

Consonant Clusters with *pr*

Tell students they are going to practice the consonant cluster *pr*. Tell them that consonants are clustered, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *pr* at the beginning of the word (*prominent*, *prevail*, *primary*). Slowly pronounce each word and have students show one and two fingers, respectively, when they hear /p/ and /r/. Then have students say the word.

Then have students practice recognizing the relationship between the *pr* sound and the cluster *pr* when writing. Slowly pronounce the following words and ask students to write each word: *press*, *print*, *promise*.

Interactive Question-Response

Literary Element Text Structure

If students have difficulty responding: **Model** *The writer asks what a hero is. Then what does he say? Have a student read the first and second sentences of the fourth paragraph. Ask: What is the author going to do next, compare or contrast? (contrast) Ask: How do you know? (He uses the signal word but. He says a hero and a celebrity are "very different.")*

Comprehension Check

Be sure students understand the direction lines on this page. Point out to students "Reread the first box." and "Check the correct answer." in the Literary Element side margin activity on student page 4 and make sure students recognize and understand their meanings. You may also want to discuss with students the meaning of *record*, which is used in the note taking directions on student page 5.

Content Vocabulary

Point out the underlined word *hike*. Remind students that a *hike* is a walk for pleasure or exercise. **Ask:** *What are some things you need to go on a hike? (shoes, socks, backpack, map)* Point out the underlined word *journey*. Remind students that a *journey* is an act of traveling or a trip. **Ask:** *What kinds of things can help someone make a journey? (a car, an airplane, a bicycle)* Then point out the underlined word *triumphs*. Remind students that triumphs are "successes." **Ask:** *How do you celebrate triumphs? (You get awards and medals.)*

Point out the underlined word *qualities*. Remind students that *qualities* are a person's characteristics or basic nature. **Ask:** *What are the qualities of a basketball player? (tall, strong, can run fast)* Point out the underlined word *celebrity*. Remind students that *celebrity* means "a famous person." **Ask:** *What kinds of things can make a person into a celebrity? (The person could be in movies or make popular music.)*



Just like life, a hike is a journey—full of ups and downs, long climbs, deep doubts, painful losses, real triumphs, and plenty of surprises. We may make some good friends on the way, but much of the time we walk alone. And as with our own lives, we can't see very far down the trail. We can only keep walking, and do our best to prepare ourselves for whatever twists and turns lie ahead.

Now, to survive that sort of journey, maybe even with grace, we need some essential qualities. Courage, for one. 10 Perseverance. And wisdom. The very same qualities it takes to be a hero.

What exactly is a hero? What does the word really mean?

Let's start with what a hero does not mean: a celebrity. In our society, we often confuse the two, but they are really very different. As different as the two kinds of sage—the person who has grown immensely wise over time, and the sweet but short-lived herb that decorates the prairies.

20 A hero is someone who, faced with a tough challenge, reaches down inside and finds the courage, strength, and wisdom to triumph. That person could be a girl or a boy; a **prominent** leader or the person next door; a member of any race, culture, or **economic** group. But in every case, it's someone whose special qualities of character make a real difference.



Literary Element

Text Structure Reread the first box. What is the author comparing a hero to? Check the correct answer.

- ☐ character
- ☒ celebrities
- ☐ money

To Sum Up

- ▶ A celebrity is not always a hero.
- ▶ A hero is someone who has courage, strength, and wisdom.

4

Vocabulary

essential (i sen' shəl) *adj.* basic
prominent (prom' ə nənt) *adj.* well-known or important
economic (ek' ə nəm' ik) *adj.* relating to money matters

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A2.

Some students may have trouble following the correct directionality when reading English. Remind them that English is read by beginning at the top left corner of the text, and each line is read from left to right. Model reading using a large-print book or an overhead projection of a text. As you read, trace the words with your finger or a pointer so that students see the direction of your reading. Then have students pair up with a book and take turns pointing out the first word and the last word on a page. Then have students trace the flow of text from the beginning of the page to the end.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded:

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Background Information

Read aloud the background information note.

Ask: *What makes Winston Churchill and Jane Goodall heroes and celebrities? (Winston Churchill and Jane Goodall both triumphed over challenges and they are both famous.)*

Content Vocabulary

Point out the underlined word *heroism*. Remind students that *heroism* is the state of being a hero.

Ask: *What kinds of people do you expect heroism from? (firefighters, police officers)*

Background Information

Winston Churchill was the Prime Minister of Great Britain during World War II. Jane Goodall is a researcher who has fought to protect chimpanzees in the wild.

A flash in the pan is something that happens quickly and then goes away.

To Sum Up

- ▶ A celebrity is someone who is famous.
- ▶ A person is a hero because of who he or she is inside.

A celebrity, by contrast, is just someone who has won our attention—whether for fifteen seconds or fifteen years. The celebrity's fame could have come from entertaining us, serving us . . . or even harming us. Now, don't get me wrong. Sometimes heroes can become so well known that they also become celebrities. Abraham Lincoln was, in his day, both at once. So was Winston Churchill over fifty years ago. And so is Jane Goodall today. But the two ideas are still quite different. For a hero, what counts is character. For a celebrity, what counts is fame.

Here's another way to think about it: A hero does something truly important, regardless of whether anyone ever notices. But a celebrity is all about being noticed—being a famous face or name or number on a jersey. One of them, you could say, is a real meal cooking on the campfire. The other is a **flash in the pan**.

Heroism, then, is about character. The qualities a person carries down inside.

Or, to put this in hiking terms: The most important piece of equipment that any hiker brings on the trail isn't a backpack, a sleeping bag, or even a map. No, it's the hiker himself or herself! That person's head, heart, and soul. In just the same way, heroes **prevail** not because of the tools or weapons they carry outside—but because of what they carry inside.

Lao-tzu, the Chinese philosopher, pointed out long ago that even the greatest journey begins with a single step. That is true, and well worth remembering. But frankly, I would have said it differently: Every journey begins with a



jersey

Vocabulary

prevail (pri vā'l) *v.* to win

Differentiated Instruction

Clarify the Text Help students understand the similarities and differences between heroism and celebrity.

Beginning Read aloud the To Sum Up box. **Ask:** *Can a person be a hero and a celebrity at the same time? (yes/no)* Explain that a hero can become a celebrity when many people know about the hero and the hero's deeds.

Intermediate Remind students that the author points out the differences between celebrities and heroes. **Ask:** *Does a hero care about fame? (yes/no) How is that different from a celebrity? (A celebrity cares about fame.)*

Advanced/Advanced High Explain that heroes and celebrities do not share the same goals. Have students reread the second paragraph on this page and restate it in their own words.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded:

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Point out the underlined word *revealed*. Remind students that *revealed* means “made known or shown clearly.” **Model** *The opposite of revealed is hid. If I hid something in the dark, how might you reveal it? (turn on the lights)* Point out the underlined word *primary*. Remind students that *primary* means most important. **Ask:** *What is the primary reason someone would drink a glass of water? (The person is thirsty.)*

To Sum Up

Beginning

Have students work in pairs to reread the To Sum Up statements on pages 4, 6, and 8. Summarize the main points of the essay. Provide the following sentence frames for students to complete.

A hero is _____. (someone with courage, wisdom, and strength)

A celebrity is _____. (someone famous)

Our choices show _____. (who we are inside)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would first figure out the main idea.* Write the following sentence frame on the board:

The main idea of this essay is _____. (what makes someone a hero)

Model *Next I would look back in the essay and find details that support the main idea.* Write the following sentence frame on the board to help students organize their thoughts:

Two details that support the main idea are _____ (heroes find courage within themselves) and _____. (celebrities have fame as a goal)

English Language Learning Strategies

Remind students of expressions they can use to request assistance or ask for clarification, such as: “Can you repeat that, please?” or “Would you please explain what you mean by that?”



Comprehension Check

Reread the boxed text. What is the main idea? Check the correct answer.

- ☒ A hero is who a person is on the inside.
- ☐ A hero is someone who hikes and backpacks.
- ☐ A hero is someone who is famous.

single person. A hiker—and whatever inner qualities he or she brings to the trail.

Just how are those inner qualities revealed? Through our choices. For every choice matters, whether it’s big or small, **conscious** or unconscious, repeated or rare. And every choice is an expression of who we are.

Our choices, then, are like footsteps. Each one takes us farther down the trail, affecting the route we take, the pace we set, and the deeds we do along the way. And each one is shaped by two primary forces: our own inner selves and the trail itself—the landscape of life. So our inner qualities shape our choices, our choices become our footsteps, and our footsteps become our journey.

Vocabulary

conscious (kon’ shas) *adj.* done with purpose

REFLECT

Main Idea and Supporting Details

Write the main idea of the essay. Then list two details from the essay that support the main idea.

Main Idea: A hero is someone who acts with

courage, wisdom, and strength.

Supporting Details: Anyone can be a hero if they

have the special qualities; character is what makes

a hero, not fame or celebrity

PARTNERS

Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- ▶ We can tell someone is a hero by the choices he or she makes.
- ▶ Each choice we make shapes us as a person.

Oral Assessment

Provide the following prompts to one student at a time. Observe students’ responses. See the Oral Assessment Rubric on page T14 to determine students’ levels of language output.

1. What does the writer compare and contrast in the essay?
2. What does the author say about celebrities?
3. What does the author say about heroes?
4. Give the main idea of the essay in your own words.
5. What are two details that support the main idea?

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____.
- 2. One word that I didn't know on this page is _____
It means _____.
- 3. One thing I read on this page that I already knew is _____.
- 4. One thing I learned on this page that I didn't know is _____.
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded:

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

B. Intermediate

Explain how the Venn diagram organizes information. **Model** *One circle is labeled “heroes.” Here, I will put things that are true about heroes, but not celebrities. The author says a hero reaches inside to find courage. But a celebrity does not always do that.* Model writing your response in the circle labeled “heroes.” Continue to model adding information to other sections of the diagram.

Writing Link

Letter

Students should choose someone they see as a hero. This could be the person they chose in Before You Read or someone else. Have students list the qualities that make that person a hero. Then have students write a letter telling this person why he or she is a hero. Invite volunteers to share their letters with the class.

After Reading Have students complete the after reading activities and pages 225 and 226.

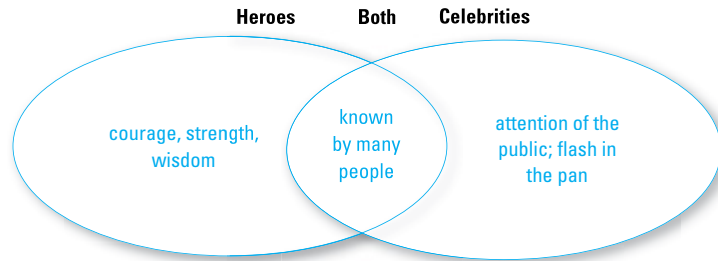


Comprehension Check

A. List three things that make someone a hero according to the essay.

- _____ special qualities
- _____ who they are inside
- _____ an ordinary person who does something special

B. Compare and contrast what the author says about heroes and celebrities. How are they alike? How are they different?



C. Think about the essay. Then complete the sentences.

- The author says a hero is _____
someone with special qualities on the inside, such as courage, strength, and wisdom
- The author says a celebrity is _____
someone who has gained public attention for a period of time
- A hero and a celebrity are different because _____
a celebrity just wants fame
- A person is a hero because _____
of the choices he or she makes

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.

For more practice, see pages 225 and 226.



Grammar Link

BLM

Exclamatory and Imperative Sentences

Prepare students to complete the activity master on page A3. Read the grammar instruction with students, and complete the first item with them to help them get started.



6.6. A Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.

Oral Language

Build Background

Tell students that they will read “The King of Mazy May” by Jack London. Show students the location of Canada on a map or a globe. Explain that the Mazy May is a creek in northern Canada.

Ask: *What do you think winter is like in northern Canada? (cold, snowy)*

Talk About the Short Story

Explain that the short story is about a boy who goes on a dangerous trip on a dog sled.

Beginning **Ask:** *Have you ever seen or rode on a sled?* If students are unfamiliar with the word *sled*, draw a picture of a sled. Show a picture of a dog sled. Explain that sometimes dogs pull sleds.

Intermediate Explain that the people in the story travel in sleds pulled by dogs. **Ask:** *What would it be like to travel on a dog sled?*

If I were riding on a dog sled, it would feel ____.
(cold, windy, bumpy)

Advanced/Advanced High Introduce the idea of riding on a sled to get from place to place. Explain that sleds can be pulled by animals, such as horses or dogs. **Ask:** *Where would traveling by sled be possible? (in places with lots of snow)*
Ask: *Which would be better for traveling by sled: a flat piece of land or a piece of land with hills and trees? (a flat piece of land)*

The King of Mazy May

by Jack London

The King of Mazy May

11

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Short Vowel /e/

Literary Element

- Plot

Reading Strategy

- Visualize

Writing Link

- Journal Entry

Fluency

- Expression and Intonation: Bring Out Meaning

Comprehension

- Graphic Organizer BLM

Word Study

- Root Words and Word Origins BLM

Grammar Link

- *As . . . As, Not As . . . As, and Less Than* BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Short Story

Read aloud Connect to the Short Story. **Model** *I would help my friends if someone was making fun of them.* Draw a student pointing at another student on the board and ask students why helping out in this situation might be risky or dangerous. Students might talk about the risk that they would be teased, too. Then have individuals draw their own pictures.

Literary Element Plot

Explain to students that the action of a story rises and falls as readers move through the plot. Draw a plot diagram on the board—an inverted “V.” Read aloud the Literary Element feature. As you read, label the plot parts on the plot diagram, with *conflict* at the bottom left, *climax* at the top, and *resolution* at the bottom right. Read the definition of each term as you write its label. Then provide examples of plot parts and have students identify them (two friends disagree about something and stop talking to each other—conflict; the friends get into the same elevator and ride in it alone—climax; the friends start talking in the elevator and figure out how to fix their disagreement—resolution). Explain to students that understanding the important events in the plot will help them understand the story.

Reading Strategy Visualize

Read aloud the Reading Strategy. Then ask students to think about a place covered with snow and ice. **Ask:** *What is the main color you would see in that kind of place, white or brown? (white) How would it feel outside, cold or hot? (cold)* Explain that by thinking about how the place looks and feels, students are visualizing the place. Tell students that visualizing places and events in a story will help them understand the story better.

Connect to the Short Story

Think about a time when you saw someone being treated badly. Did you help the person? Was it risky or dangerous? Draw a picture of a situation in which you would help someone even if it were risky. Then share your drawing with a partner.



Literary Element Plot

Plot is what happens in a story. Most plots have three parts:

- **conflict:** a difficulty or problem
- **climax:** the turning point or big event
- **resolution:** the outcome or conclusion; how the story ends

Recognizing the parts of a plot will help you follow the order of events in a story. It will also help you make sense of what you read.

Reading Strategy Visualize

To **visualize** means to make a picture in your mind.

To visualize as you read,

- look for words that tell how things look, sound, smell, feel, and taste.
- use those words to make a picture in your mind.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

endured (en doord') *v.* suffered or lived with something difficult for a long time with strength and patience

The baseball players **endured** the rain.

industrious (in dus' trē əs) *adj.* hard-working

The **industrious** student always does extra-credit homework.

adjoining (ə joi' ning) *adj.* located next to

Our school has an **adjoining** playground.

evidently (ev' ə dənt lē) *adv.* clearly; seems likely

Evidently Jon was excited. He cheered.

➤ Cognate (Spanish) **evidentemente**

floundering (floun' dər ing) *v.* moving in a clumsy way

The boy was **floundering** in the deep mud. He almost fell.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

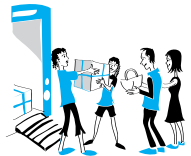
precious (presh' əs) *adj.* having a high price or value
Grandmother gave Molly a ring with a **precious** stone.
➤ Cognate (Spanish) **precioso(a)**



unjust (un just') *adj.* not fair
Some students think the new rule is **unjust**.
➤ Cognate (Spanish) **injusto(a)**



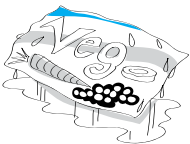
newcomers (nōō' kum' ərz) *n.* people who have arrived recently
Our neighbors are **newcomers** to this town.



shaft (shaft) *n.* tunnel
We were afraid to step inside the dark **shaft**.



thaw (thō) *v.* to unfreeze; to melt
We waited for the frozen vegetables to **thaw**.



capsized (kap' sīzd) *v.* turned over
A big wave **capsized** the small boat.



strive (strīv) *v.* try hard
I **strive** to be first in my class.



spring (spring) *v.* jump
My dog will **spring** up when I throw the ball.



For more practice, see page 227.

The King of Mazy May

13

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When a person has **endured** something, he or she has lived through something difficult.
Example: My grandfather **endured** being sick for a very long time. **Ask:** What is another example of something that someone you know has endured?

EXAMPLE

When you are **industrious**, you are hard working. *My industrious brother works extra hours to finish the job on time.* Describe a time when you were industrious. **DESCRIPTION**

Rooms that are **adjoining** are right next to each other. *My sister and I have adjoining bedrooms.* Are adjoining backyards close to one another? Explain. **EXPLANATION**

Continue the process with *evidently* and *floundering*.

Content Vocabulary

If something is **precious** to you, it is very valuable or important to you. *The picture of my grandfather is precious to me.* What word means something similar to *precious*? **SYNONYM**

When you think something is **unjust**, you think it is not fair. *It was unjust for my friend to be punished for something he did not do.* How is the word *unjust* different from the word *fair*? **ANTONYM**

ANTONYM

When people are **newcomers**, they have been in a place only for a short time. *The new students in my class are also newcomers to my neighborhood.* Describe a time when you were a newcomer. **DESCRIPTION**

Continue the process with *shaft*, *thaw*, *capsized*, *strive*, and *spring*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 227.

Phonics

Short Vowel /e/

Tell students they are going to practice pronouncing and identifying the short vowel sound /e/ spelled *e*. Write an example of a word containing the short vowel sound /e/ spelled *e* on the board, such as *end*, *check*, *pen*, or *effort*. Slowly pronounce the word. Have students repeat the word. Then write the selection vocabulary words *endured* and *evidently* on the board. Slowly pronounce the words. Have students raise their hands when they hear the short vowel sound /e/.

Explain to students that the /e/ sound can also be spelled *ea* or *ai*. Write *breakfast*, *breath*, and *said* on the board. Read the words aloud, emphasizing the short *e* sound in each word. Have students repeat the words after you. Then point out and underline the letter or letters that produce the short *e* sound in each word (*breakfast*, *breath*, *said*). Have students find examples of the short *e* sound in the selection, and ask volunteers to write these words on the board.

Interactive Question-Response

Background Information

Read aloud the note. Ask students to think about what it was like to live in the 1890s in an icy, snowy place. There were no cars, and people traveled by sleds pulled by dogs. The drivers of the sleds tied the dogs to each other so that they would all pull together. The drivers used reins and voice commands to direct the dogs. Demonstrate how the dogs were controlled by showing a picture of a dog sled, drawing a picture on the board, or using pantomime.

Content Vocabulary

Read aloud the word and definition. Direct students to look for the Content Vocabulary word *precious* in the third paragraph. **Ask:** *What is called precious in this sentence? (The furs that the Indians trade are precious.)* **Ask:** *Why do you think these items are precious to Walt? (It is very cold where Walt lives, and furs can help him keep warm. Also, the furs are valuable to other people, so Walt might make money by selling the furs.)* **Ask:** *What is the opposite of precious? (Worthless is the opposite of precious.)*

Background Information

This story takes place in Canada in the late 1890s. Gold was discovered there at that time. The area was covered with ice and snow. There were no cars. People traveled on wooden sleds pulled by teams of dogs.

How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of a dog sled.

precious (prezh' əs) *adj.* having a high price or value



To Sum Up

- ▶ Walt Masters is fourteen years old.
- ▶ He lives in a cold climate in the far north.
- ▶ He knows how to live in the wilderness.

14



Walt Masters is not a very large boy, but there is manliness in his make-up, and he himself, although he does not know a great deal that most boys know, knows much that other boys do not know.

He has never seen a train of cars or an elevator in his life, and for that matter, he has never once looked upon a cornfield, a plow, a cow, or even a chicken. He has never had a pair of shoes on his feet, or gone to a picnic or a party, or talked to a girl. But he has seen the sun at midnight, watched the ice-jams on one of the mightiest of rivers, and played beneath the northern lights,¹ the one white child in thousands of square miles of frozen wilderness.



moccasins

Walt has walked all the fourteen years of his life in sun-tanned, moose-hide moccasins, and he can go to the Indian camps and "talk big" with the men, and trade calico² and beads with them for their precious furs. He can make bread without baking-powder, yeast or hops, shoot a moose at three hundred yards, and drive the wild wolf-dogs fifty miles a day on the packed trail.

Last of all, he has a good heart, and is not afraid of the darkness and loneliness, of man or beast or thing. His

1. The **northern lights** are bands of moving light in the sky that you can see at night.
2. **Calico** is light cotton cloth with a pattern on it.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A4.

If students are still having trouble following the correct directionality when reading English, remind them that English is read by beginning at the top left corner of the text, and each line is read from left to right. Have students open to page 14. **Ask:** *Which word on this page is the first word I should begin reading? (left-most word in top line of text) From this word, which direction should I read? (from left to right)* Have student trace the line of text from left to right with their finger. Repeat on several pages until students consistently answer successfully.

father is a good man, strong and brave, and Walt is growing up like him.

Walt was born a thousand miles or so down the Yukon, in a trading-post below the Ramparts. After his mother died, his father and he came on up the river, step by step, from camp to camp, till now they are settled down on the Mazy May Creek in the Klondike country. Last year they and several others had spent much toil and time on the Mazy May, and **endured** great hardships; the creek, in turn, was just beginning to show up its richness and to reward them for their heavy labor. But with the news of their discoveries, strange men began to come and go through the short days and long nights, and many **unjust** things they did to the men who had worked so long upon the creek.

Si Hartman had gone away on a moose-hunt, to return and find new stakes³ driven and his claim jumped. George Lukens and his brother had lost their claims in a like manner, having delayed too long on the way to Dawson to record them. In short, it was an old story, and quite a number of the earnest, **industrious** prospectors⁴ had suffered similar losses.

But Walt Masters's father had recorded his claim at the start, so Walt had nothing to fear, now that his father had gone on a short trip up the White River prospecting for quartz. Walt was well able to stay by himself in the cabin, cook his three meals a day, and look after things. Not only did he look after his father's claim, but he had agreed to **keep an eye on** the **adjoining** one of Loren Hall, who had started for Dawson to record it.

Vocabulary

endured (en doord') *v.* suffered or lived with something difficult for a long time with strength and patience

industrious (in dus' trē əs) *adj.* hard-working

adjoining (ə joi' ning) *adj.* located next to

3. People marked their claims with wooden **stakes**, or poles.

4. **Prospectors** are people who look for gold.



Literary Element

Plot Underline the words that describe the conflict, or problem, in the story.

unjust (un just') *adj.* not fair



When you **keep an eye on** something, you watch it or take care of it.

To Sum Up

- Walt and his father look for gold in land near Mazy May Creek.
- Strangers try to steal people's land.
- Walt's father and a neighbor, Loren Hall, are away. Walt takes care of both men's land.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of **unjust**. Ask students to think about something they believe is unjust. **Model** *When I was your age, I thought it was unjust that my mother let my older sister stay out later than me.*

Literary Element Plot

If students have difficulty responding: **Model** *I think the conflict might be between people. When I look at the story, I see that the story mentions strange men coming to Mazy May. Have students read lines 34–37. Ask: Are these strange men helping the people who have been working at Mazy May for a long time? (no) Ask: How do you know? (The story says the strange men did many unjust things to the people at Mazy May.)*

Comprehension Check

Make sure students understand the directions on this page. Point out to students "Underline the words that describe the conflict, or problem, in the story." in the Literary Element side margin activity on student page 15. Be sure students recognize and understand its meaning. You may also want to review the meaning of "Check one," which is used in the side margin activities on student pages 18, 19, and 22.

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements on pages 14 and 15. Then ask them what important job Walt is given. Provide the following sentence frames to help them get started.

Walt's job is to _____. (take care of his father's and Loren Hall's land)

This job is important because _____. (strangers are trying to steal land)

English Language Learning Strategies

Model reading aloud to students the three complete paragraphs on this page and have students follow along in their books. Remember to model self-corrective techniques on a regular basis as you read aloud to students. For example, pretend to make a mistake by saying in the third paragraph, "But Walt Master's father had a recorded his claim at the start." Self-correct and explain your reasoning by thinking aloud: "I made a mistake. I added the word 'a.' Let me read it again."

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Point out that this word is made up of two separate words: *new* and *comers*. Most students will know what the word *new* means, but if some students are unsure, contrast it with the word *old*. Explain that a *comer* is a person who arrives. **Model** *I can understand the meaning of the word newcomer if I put together the meanings of the two parts. A comer is someone who arrives; so a newcomer is someone who has just arrived.*

Comprehension Check

Have students share their answers. If students have difficulty responding: **Ask:** *Why is Walt hiding? (Walt does not want the men to know he is watching them. He wants to find out what they are going to do.)*

newcomers (nōō' kum' ərz)
n. people who have arrived recently



Comprehension Check

What does Walt do to the newcomers?

- ☐ He locks them in a cabin.
- ☐ He asks them to leave.
- ☒ He watches them.

To Sum Up

- Strangers come to Mazy May.
- Walt thinks they want to steal land.
- Walt follows the newcomers.

Loren Hall was an old man, and he had no dogs, so he had to travel very slowly. After he had been gone some time, word came up the river that he had broken through the ice at Rosebud Creek, and frozen his feet so badly that he would not be able to travel for a couple of weeks. Then Walt Masters received the news that old Loren was nearly all right again, and about to move on afoot for Dawson, as fast as a weakened man could.

Walt was worried, however; the claim was liable to be jumped at any moment because of this delay, and a fresh stampede⁵ had started in on the Mazy May. He did not like the looks of the newcomers, and one day, when five of them came by with crack⁶ dog-teams and the lightest of camping outfits, he could see that they were prepared to make speed, and resolved to keep an eye on them. So he locked up the cabin and followed them, being at the same time careful to remain hidden.

He had not watched them long before he was sure that they were professional stampeders, bent⁷ on jumping all the claims in sight. Walt crept along the snow at the rim of the creek and saw them change many stakes, destroy old ones, and set up new ones.

In the afternoon, with Walt always trailing on their heels, they came back down the creek, unharnessed their dogs, and went into camp within two claims of his cabin. When he saw them make preparations to cook, he hurried home to get something to eat himself, and then hurried back. He crept so close that he could hear them talking quite plainly, and by pushing the underbrush aside he could catch occasional glimpses of them. They had finished eating

⁵ The **stampede** refers to the rush of people searching for gold.

⁶ Here, **crack** means "excellent."

⁷ Here, **bent** means "intending."

and were smoking around the fire.

"The creek is all right, boys," a large, black-bearded man, **evidently** the leader said, "and I think the best thing we can do is to **pull out** tonight. The dogs can follow the trail; besides, it's going to be moonlight. What say you?"

"But it's going to be beastly cold," objected one of the party. "It's forty below zero now."

"An'sure, can't ye keep warm by jumpin' off the sleds an' runnin' after the dogs?" cried an Irishman. "An' who wouldn't? The creek as rich as a United States mint! Faith, it's an ilegant chanst⁸ to be gettin' a run fer yer money! An' if ye don't run, it's mebbe you'll not get the money at all, at all."

"That's it," said the leader. "If we can get to Dawson and record, we're rich men; and there is no telling who's been sneaking along in our tracks, watching us, and perhaps now off to give the alarm. The thing for us to do is to rest the dogs a bit, and then hit the trail as hard as we can. What do you say?"

Vocabulary

evidently (ev' a dant lē) *adv.* clearly; seems likely

8. **ilegant chanst** is the man's way of saying "elegant chance." He means "excellent opportunity."

REFLECT

Visualize

Walt spies on the men sitting around the fire. What do you think the men look like? What is the weather like? Draw a picture of what you visualize.

Drawing should include men sitting around a fire in a cold, snowy setting.

Here, **pull out** means "leave."

Work with a partner and try to use this expression in a sentence.

To Sum Up

- Walt hears the men talking.
- They want to steal land.

The King of Mazy May

17

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. Encourage students to reread the description at the bottom of page 16 and the top of page 17. Direct them to think about where the men are, what some of them look like, and what they are doing. Also direct students to think about other, more general, details they know about the setting. **Model** *I know that the men are in northern Canada in the winter, and I know it is very cold. So when I visualize the men, I have to think about what kind of clothes they would be wearing.* Write the following sentences on the board to help students organize their thoughts:

The story says that the men are doing these things: _____. One of the men is described as _____.

The time of day is _____. The season is _____. So the men would be wearing _____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 16 and 17, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 16 and 17, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Differentiated Instruction

Clarify the Text Support the students in understanding what the men are planning to do.

Beginning Read aloud the statements in To Sum Up. **Ask:** *What are the men doing?* Encourage students to answer in complete sentences. (*The men are talking.*) *What are the men talking about?* (*They are talking about stealing land.*)

Intermediate Read the dialogue in the box at the top of page 17 aloud to students. Help students understand why the men plan to go to Dawson as quickly as they can. They want to file land claims on the creek before the people, such as Loren Hall, who staked claims first can. That is why they want to leave that night.

Advanced/Advanced High After these students read the complete text, ask them to find the lines that explain what the men decide to do (lines 99–101) and restate them in their own words. Have a volunteer explain the men's reasoning.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *shaft*.

Ask: *Why would there be a shaft on Loren Hall's claim? (because he was digging for gold underground)* Read aloud the word and definition for *thaw*. Explain that the story says the men had to thaw out the gravel on the bottom of the shaft. Show students a sample of gravel or explain that gravel is small pieces of rock. **Ask:** *Why did the men need to thaw out the gravel? (If the gravel were frozen, they would not be able to dig in it to find gold.)*

Literary Element Plot

Help students discuss what the men found in the tunnel. **Ask:** *What do the men do when they find the gold? (The men are excited. They call to the other man at their camp to come and see what they found.) What do you think the men will want to do next? (They will want to file the claim on Loren Hall's land before Hall does.)*

shaft (shaft) *n.* tunnel



thaw (thô) *v.* to unfreeze; to melt



Literary Element

Plot What important item do the men find in Loren Hall's tunnel? Check one.

- ☐ gravel
☒ gold
☐ water

To Sum Up

- Walt watches the men go into Loren Hall's tunnel.
- The men find gold there.
- Walt knows that the men are going to steal Loren's gold.

Evidently the men had agreed with their leader, for Walt Masters could hear nothing but the rattle of the tin dishes which were being washed. Peering out cautiously, he could see the leader studying a piece of paper. Walt knew what it was at a glance—a list of all the unrecorded claims on Mazy May. Any man could get these lists by applying to the gold commissioner at Dawson.

"Thirty-two," the leader said, lifting his face to the men.

110 "Thirty-two isn't recorded, and this is thirty-three. Come on; let's take a look at it. I saw somebody had been working on it when we came up this morning."

Three of the men went with him, leaving one man to remain in camp. Walt crept carefully after them till they came to Loren Hall's shaft. One of the men went down and built a fire on the bottom to thaw out the frozen gravel, while the others built another fire on the dump and melted water in a couple of gold-pans. This they poured into a piece of canvas stretched between two logs, used by Loren Hall in which to wash his gold.

120 In a short time a couple of buckets of dirt were sent up by the man in the shaft, and Walt could see the others grouped anxiously about their leader as he proceeded to wash it. When this was finished, they stared at the broad streak of black sand and yellow gold-grains on the bottom of the pan, and one of them called excitedly for the man who had remained in camp to come. Loren Hall had struck it rich, and his claim was not yet recorded. It was plain that they were going to jump it.

Walt lay in the snow, thinking rapidly. He was only a boy, but in the face of the threatened injustice against old lame Loren Hall he felt that he must do something. He waited and watched, with his mind made up, till he saw the men begin to square up new stakes. Then he crawled away till out of hearing, and broke into a run for the camp of the stampede⁹. Walt's father had taken their own dogs with him prospecting, and the boy knew how impossible it was for him to undertake the seventy miles to Dawson without the aid of dogs.

Gaining the camp, he picked out, with an experienced eye, the easiest running sled and started to harness up the stampede¹⁰'s dogs. There were three teams of six each, and from these he chose ten of the best. Realizing how necessary it was to have a good head-dog, he strove to discover a leader amongst them; but he had little time in which to do it, for he could hear the voices of the returning men. By the time the team was in shape and everything ready, the claim-jumpers came into sight in an open place not more than a hundred yards from the trail, which ran down the bed of the creek. They cried out to him, but he gave no heed, grabbing up one of their fur sleeping-rob¹¹es which lay loosely in the snow, and leaping upon the sled.

"Mush! Hi! Mush on!"⁹ he cried to the animals, snapping the keen-lashed whip among them.

The dogs sprang against the yoke-straps,¹⁰ and the sled jerked under way so suddenly as to almost throw him off. Then it curved into the creek, poising perilously¹¹ on one runner. He was almost breathless with suspense, when it finally righted with a bound and sprang ahead again.

Follow along as your teacher leads the class in reading the text aloud.



Literary Element

Plot What does Walt take from the men's camp? Check one.

- ☒ dogs and a sled
☐ food and water
☐ gold and land

To Sum Up

- Walt decides to help Loren.
- He goes back to the men's camp. He takes a sled and a team of dogs.

Interactive Question-Response

Literary Element Plot

If students have difficulty responding: **Model** *To answer the question, I'm going to look back in the text to see what Walt took. It says "Gaining the camp, he picked out, with an experienced eye, the easiest running sled and started to harness up the stampede's dogs." Based on what you have said, have students try to answer the question. Direct them to lines 140–141, if necessary. After students have successfully answered the questions, ask: What is Walt going to do? (Walt is going to try to stop the men from filing a claim on Loren Hall's land.)*

To Sum Up

Beginning Have students work in pairs to reread all To Sum Up statements from pages 15–19. Then have students decide together which two events are the most important so far. Tell them that the first important event has to do with something Walt sees and the second with something Walt does. Provide the following sentence frames for students to complete.

The most important events are when Walt sees ____, and when Walt ____.

(The most important events are when Walt sees the men digging and finding gold on Loren Hall's land and when Walt takes the men's sled and a team of dogs.)

Fluency

Expression and Intonation: Bring Out Meaning

Intermediate Tell students that they will be doing a choral reading of lines 130–139. Remind students to read with expression and tone that matches the emotion, meaning, tone, or mood of the passage. Model the fluency skill as you read the text at a moderate tempo. Then have the entire group read aloud the passage together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Tell students that they will join you in a shared reading of the boxed text at the top of the page, lines 130–136. Direct students to follow along in their books as you model reading the passage aloud at a moderate tempo. Tell students to notice how you read with a tone that matches the emotion, meaning, or mood of the passage. Then reread the text, encouraging students to join in particularly expressive parts. Reread the text again, this time encouraging students to join you in reading as much of the text as they can.

9. **Mush on** means "Let's go!"

10. **Yoke-straps** are part of the dog's harness.

11. **Perilously** means "dangerously."

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *How do you think Walt is feeling? (Walt is probably feeling scared.)*



Comprehension Check

Underline the words that show Walt is in danger.

Short cuts are routes that are shorter than the usual way.

To Sum Up

- Walt races the dog sled toward the Yukon River.
- The men try to stop him.
- Some of the men chase him with another sled. Some of the men run after him.

20

¹⁶⁰ The creek bank was high and he could not see, although he could hear the cries of the men and knew they were running to cut him off. He did not dare to think what would happen if they caught him; he only clung to the sled, his heart beating wildly, and watched the snow-rim of the bank above him.

Suddenly, over this snow-rim came the flying body of the Irishman, who had leaped straight for the sled in a desperate attempt to capture it; but he was an instant too late. Striking on the very rear of it, he was thrown from his feet, backward, into the snow. Yet, with the quickness of a cat, he had clutched the end of the sled with one hand, turned over, and was dragging behind on his breast, swearing at the boy and threatening all kinds of terrible things if he did not stop the dogs; but Walt cracked him sharply across the knuckles with the butt of the dog-whip till he let go.

It was eight miles from Walt's claim to the Yukon—eight very crooked miles, for the creek wound back and forth like a snake, "tying knots in itself," as George Lukens said. And ¹⁸⁰ because it was so crooked, the dogs could not get up their best speed, while the sled ground heavily on its side against the curves, now to the right, now to the left.

Travelers who had come up and down the Mazy May on foot, with packs on their backs, had declined to go around all the bends, and instead had made **short cuts** across the narrow necks of creek bottom. Two of his pursuers had gone back to harness the remaining dogs, but the others took advantage of these short cuts, running on foot, and before he knew it they had almost overtaken him.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A4.

"Halt!" they cried after him. "Stop, or we'll shoot!"

But Walt only yelled the harder at the dogs, and dashed round the bend with a couple of revolver bullets singing after him. At the next bend they had drawn up closer still, and the bullets struck uncomfortably near to him; but at this point the Mazy May straightened out and ran for half a mile **as the crow flies**. Here the dogs stretched out in their long wolf-swing, and the stampedeers, quickly winded, slowed down and waited for their own sled to come up.

Looking over his shoulder, Walt reasoned that they had not given up the chase for good, and that they would soon be after him again. So he wrapped the fur robe about him to shut out the stinging air, and lay flat on the empty sled, encouraging the dogs, as he well knew how.

REFLECT

Visualize

Reread the boxed text. Try to imagine everything Walt is hearing. Write a list of the sounds. How do the sounds help you as you read?

Possible answer: yelling, barking, gunfire, and bullets

flying past; The sounds help me to see the action.

I feel like I'm there in the story.

As the crow flies means "in a straight line."



Literary Element

Plot The men who are chasing Walt have to slow down. What does Walt do next?

- ☒ He keeps going.
- ☐ He takes a break.
- ☐ He stops to check on the dogs.

To Sum Up

- The men yell for Walt to stop. Walt tells the dogs to go faster.
- The men shoot at Walt.

The King of Mazy May

21

Interactive Question-Response

Literary Element Plot

If students have difficulty responding, direct them to find the words on the page that tell them what Walt was thinking when he saw that the men were slowing down. (*Walt reasoned that the men had not given up and would soon be after him again.*) **Ask:** Why was Walt encouraging the dogs? (*He wanted them to run faster.*)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about where Walt is. He is lying on a sled that is being pulled by a team of dogs. Men are chasing him and shooting at him. What do those things sound like? Write the following sentence frame on the board to help students organize their thoughts.*

Walt might hear ____, ____, and ____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 20 and 21, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 20 and 21, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Differentiated Instruction

Clarify the Text Support the students in understanding that Walt is in danger.

Beginning Have students follow along as you read aloud the statements in To Sum Up. Explain that Walt is on a sled with no protection except for his dog whip, and the men are chasing him. **Ask:** Do you think Walt is scared? (yes) **Ask:** What do you think Walt is afraid of? (the men catching him and hurting him)

Intermediate Read aloud the second paragraph, starting with line 191. Explain that Walt can now go faster because he is traveling in a straight line. **Ask:** Do you think Walt is out of danger? Why or why not? Direct students to reread lines 197–198. Help them realize that although the men on foot have stopped chasing Walt, their friends will soon reach them with the sled. Then all the men will continue the chase.

Advanced/Advanced High Have students reread page 21. **Ask:** Why can Walt go faster? (The creek has straightened out, so the dogs can pick up speed, since they don't have to keep making turns.) Have them predict what will happen next.

Interactive Question-Response

Literary Element Plot

If students have difficulty responding, ask them to find the point in the story where the words *gee* and *haw* are used. Direct students to footnote 13 and read it aloud. **Ask:** *Why would it be important for the dogs to understand these words? (The dogs need to know which direction Walt is telling them to turn.)*

Content Vocabulary

Point out the line in the text that says the sled capsized several times. **Ask:** *Would Walt want the sled capsized? (no) Why not? (When the sled turns over, Walt has to stop or slow down to set the sled upright; the men chasing him might be able to catch him.)*



Literary Element

Plot How does the lead dog add to Walt's problem? Check one.

- ☐ The other dogs cannot keep up with it.
- ☐ It cannot run very fast.
- ☒ It does not know the commands.

capsized (kap' sizd) v. turned over.



To Sum Up

- Walt has trouble with the dogs.
- The lead dog does not understand Walt's commands.
- Walt's sled capsizes.

22

At last, twisting abruptly between two river islands, he came upon the mighty Yukon sweeping grandly to the north. He could not see from bank to bank, and in the quick-falling twilight it loomed¹² a great white sea of frozen stillness. There was not a sound, save the breathing of the dogs, and the churn of the steel-shod sled.

210 No snow had fallen for several weeks, and the traffic had packed the main-river trail till it was hard and glassy as glare ice. Over this the sled flew along, and the dogs kept the trail fairly well, although Walt quickly discovered that he had made a mistake in choosing the leader. As they were driven in single file, without reins, he had to guide them by his voice, and it was evident the head-dog had never learned the meaning of "gee" and "haw."¹³ He hugged the inside of the curves too closely, often forcing his comrades behind him into the soft snow, while several times he thus
220 capsized the sled.

There was no wind, but the speed at which he traveled created a bitter blast, and with the thermometer down to forty below, this bit through fur and flesh to the very bones. Aware that if he remained constantly upon the sled he would freeze to death, and knowing the practice of Arctic travelers, Walt shortened up one of the lashing-thongs, and whenever he felt chilled, seized hold of it, jumped off, and ran behind till warmth was restored. Then he would climb on and rest till the process had to be repeated.

230 Looking back he could see the sled of his pursuers, drawn by eight dogs, rising and falling over the ice

12. Something that **loomed** looked big and threatening.

13. These are commands used to direct the dogs. **Gee** means "to the right." **Haw** means "to the left."

Word Study

BLM

Root Words and Word Origins

Explain that the root of a word is its main part. Knowing the meaning of a root can help you figure out the meaning of the whole word. English uses many Greek roots, prefixes, and suffixes. Some of these word parts are called "combining forms" because you can put them together with other Greek parts to make a word. Point out the word *thermometer* in line 222. Explain that this word has the root *meter*, which means "measure." Any word with this root will have something to do with measurement. The root *thermo* means "heat." A *thermometer* measures temperature, or how hot or cold something is. Have students practice identifying root words and word origins by completing the activity on page A5.

hummocks¹⁴ like a boat in a seaway. The Irishman and the black-bearded leader were with it, taking turns in running and riding.

Night fell, and in the blackness of the first hour or so, Walt toiled desperately with his dogs. On account of the poor lead-dog, they were constantly **floundering** off the beaten track into the soft snow, and the sled was as often riding on its side or top as it was in the proper way. This work and strain tried his strength sorely. Had he not been in such haste he could have avoided much of it, but he feared the stampeders would creep up in the darkness and overtake him. However, he could hear them occasionally yelling to their dogs, and knew from the sounds that they were coming up very slowly.

When the moon rose he was off Sixty Mile, and Dawson was only fifty miles away. He was almost exhausted, and breathed a sigh of relief as he climbed on the sled again. Looking back, he saw his enemies had crawled up within four hundred yards. At this space they remained, a black speck of motion on the white river-breast. Strive as they would, they could not shorten this distance, and strive as he would he could not increase it.

He had now discovered the proper lead-dog, and he knew he could easily run away from them if he could only change the bad leader for the good one. But this was impossible, for a moment's delay, at the speed they were running, would bring the men behind upon him.

When he got off the mouth of Rosebud Creek, just as he was topping a rise, the ping of a bullet on the ice beside him, and the report¹⁵ of a gun, told him that they were this

Look for the words *with*, *he*, and *black* on this page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

strive (strīv) v. try hard



To Sum Up

- > The trail is dangerous.
- > The men are close to Walt.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Have students read aloud the sentence containing the word *strive*. **Model** *I want to make sure that I understand the word strive. The sentence says that Walt strives to get farther ahead of the men chasing him. Strive means "to try hard."* **Ask:** *Why would Walt strive to get ahead of the men? (He wants to get away from them so that they cannot catch him and so he can help Loren Hall.)*

Vocabulary

floundering (floun' dar ing) v. moving in a clumsy way

¹⁴ **Hummocks** are hills of ice.

¹⁵ Here, **report** is the sound a gun makes when you fire it.

Differentiated Instruction

Clarify the Text Support the students in understanding that it is difficult for Walt to stay ahead of the men.

Beginning Read aloud the second statement in To Sum Up. Help students think about why the men have been able to get closer to Walt. **Ask:** *What problems has Walt had with the dogs and the sled? (The lead-dog doesn't know the commands. The sled turns over.)*

Intermediate Ask a student to read aloud lines 252–253. **Ask:** *Who is they in this sentence? (the men)* **Ask:** *Who is he in this sentence? (Walt)* Help students understand that even though both Walt and the men chasing him are trying to go faster, they are staying about the same distance apart.

Advanced/Advanced High After these students read page 23, guide them to realize that Walt wants to change the bad lead-dog for the good one. Ask students to find the place that explains why he cannot do this. (lines 256–258)

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined and how they answered the question. **Ask:** *How did this change Walt's situation? (Students should note that it slows Walt down enough that the men catch up to him.)* If students have difficulty identifying the change in Walt's situation, direct them to lines 286–289.

To Sum Up

Beginning Have students work in pairs to re-read and discuss all of the To Sum Up statements from pages 20–24. Have them decide together which two events of the chase are most dangerous for Walt.

The two most dangerous events for Walt are when ____ and when ____.

(The two most dangerous events are when the men shoot at Walt and when the men come up next to his sled.)



Comprehension Check

Reread the boxed text. Underline what happens to the bad lead-dog. Then explain what happens. Check the answer.

- ☐ The team fights with the lead-dog.
- ☐ The lead-dog runs away from the sled.
- ☒ A bullet kills the lead-dog.

To Sum Up

- The men shoot Walt's lead-dog.
- Walt cuts the sled's straps from the lead-dog.
- The men are next to Walt.

time shooting at him with a rifle. And from then on, as he cleared the summit of each ice-jam, he stretched flat on the leaping sled till the rifle-shot from the rear warned him that he was safe till the next ice-jam.

Now it is very hard to lie on a moving sled, jumping and plunging and yawing¹⁶ like a boat before the wind, and to shoot through the deceiving moonlight at an object four hundred yards away on another moving sled performing equally wild antics.¹⁷ So it is not to be wondered at that the black-bearded leader did not hit him.

After several hours of this, during which, perhaps, a score¹⁸ of bullets had struck about him, their ammunition began to give out and their fire slackened. They took greater care, and only whipped a shot at him at the most favorable opportunities. He was also beginning to leave them behind, the distance slowly increasing to six hundred yards.

Lifting clear on the crest of a great jam off Indian River, Walt Masters met his first accident. A bullet sang past his ears, and struck the bad lead-dog.

The poor brute plunged in a heap, with the rest of the team on top of him.

Like a flash, Walt was by the leader. Cutting the traces with his hunting knife, he dragged the dying animal to one side and straightened out the team.

He glanced back. The other sled was coming up like an express-train. With half the dogs still over their traces,¹⁹ he cried, "Mush on!" and leaped upon the sled just as the pursuing team dashed abreast of him.

¹⁶. A sled that is **yawing** is going off its course.

¹⁷. **Antics** are odd or silly actions.

¹⁸. A **score** is twenty.

¹⁹. Here, **traces** are straps that connect the dogs to the sled.

The Irishman was just preparing to spring for him, —they were so sure they had him that they did not shoot, —when Walt turned fiercely upon them with his whip.

He struck at their faces, and men must save their faces with their hands. So there was no shooting just then. Before they could recover from the hot rain of blows, Walt reached out from his sled, catching their wheel-dog²⁰ by the fore legs in mid-spring, and throwing him heavily. This brought the whole team into a snarl, capsizing the sled and tangling his enemies up beautifully.

Away Walt flew, the runners of his sled fairly screaming as they bounded over the frozen surface. And what had seemed an accident proved to be a blessing in disguise. The proper lead-dog was now to the fore, and he stretched low to the trail and whined with joy as he jerked his comrades along.

By the time he reached Ainslie's Creek, seventeen miles from Dawson, Walt had left his pursuers, a tiny speck,

20. The **wheel-dog** is the one closest to the sled.

REFLECT

Visualize

Reread the boxed text. How does Walt stop the men? What happens to the men's sled? Draw a picture of what you see.

Drawing should include Walt hitting the men with a whip, Walt grabbing one of their dogs, and/or the men's sled tipping over.

spring (spring) v. jump



To Sum Up

- One of the men tries to jump on Walt's sled.
- Walt hits him with his whip.
- Walt makes the men's sled capsize.

The King of Mazy May

25

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition. Explain to students that the Irishman wanted to grab Walt. **Ask:** *Why would the Irishman need to spring at Walt to catch him? (The man would need to spring because they are both on moving sleds next to each other.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *Before I draw my picture, I would talk to my partner about what happens when the sleds are right next to each other. We can look at what the story says. Then we can talk about the order that things happen.*

Write the following sentence frames on the board to help students organize their thoughts.

*First, the Irishman _____. (springs to catch Walt)
Second, Walt starts _____. (hitting the men with his whip)
Then, Walt _____. (grabs the leg of the dog closest to the men's sled)
This causes _____. (the men's sled to capsize)*

Have students refer to the sentences on the board to make their drawings. You may wish to suggest that students draw two or three separate frames to show the different actions.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 24 and 25, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 24 and 25, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Interactive Question-Response

Literary Element Plot

Have students read their answers aloud. **Ask:** *How do you think Loren Hall feels about Walt Masters at the end of the story? (He is probably very grateful to Walt.) Why do the men of the Yukon call Walt Masters the “King of Mazy May”? (Walt did a very good thing by stopping the men who meant to steal Hall’s land. He showed that he was noble and strong, like a king.)*

Academic Vocabulary

Walt shows that he is as **reliable** as an adult is. Walt’s father left him in charge of both their claim and the claim of Loren Hall. Walt protects Loren’s claim from people who wanted to take it. Tell students a reliable person is someone who can be depended on to do something and who is responsible. Ask them to think about a person they know who is reliable. **Model** *I can think of someone who is very reliable. My cousin is very reliable. She always helps her parents when they need her to.* **Ask:** *Who do you know who is reliable? How does this person show that he or she is reliable?* Provide the following sentence frame for students to complete:

The reliable person I know is _____. He or she is reliable because _____.



Literary Element

Plot In your own words, explain how the story ends.

Walt gets away from the

men. He finds Loren Hall.

Walt and Hall go to Dawson

to tell them about the gold

on Hall’s land.

To Sum Up

- The men cannot catch Walt.
- Walt finds Loren Hall.
- Walt takes Loren to an office.
- Loren keeps his land.

26

far behind. At Monte Cristo Island he could no longer see them. And at Swede Creek, just as daylight was silvers the pines, he ran plump into the camp of old Loren Hall.

Almost as quick as it takes to tell it, Loren had his sleeping furs rolled up, and had joined Walt on the sled. They permitted the dogs to travel more slowly, as there was no sign of the chase in the rear, and just as they pulled up at the gold commissioner’s office in Dawson, Walt, who had kept his eyes open to the last, fell asleep.

And because of what Walt Masters did on this night, the men of the Yukon have become very proud of him, and always speak of him now as the King of Mazy May.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A4.

After You Read



Vocabulary Check

A. Circle the picture that best answers the question.

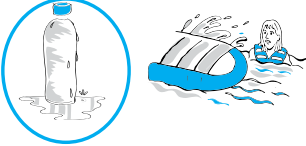
1. Which picture shows **newcomers**?



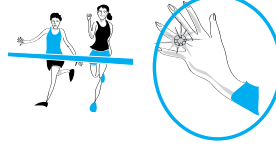
3. Which child is **unjust**?



2. Which picture shows something that can **thaw**?



4. Which picture shows something **precious**?



B. Write the word next to its definition.

capsized shaft spring strive

5. shaft tunnel 7. capsized turned over
6. spring jump 8. strive try

C. Think about the meaning of the vocabulary word in "The King of Mazy May." Then complete the sentences.

9. She spit out her food. **Evidently**, she didn't like it.
10. The house has an **adjoining** garage.
11. I **endured** the long trip.
12. The confused student was **floundering** to find his homework.
13. The **industrious** math team practices every day.

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.

Vocabulary Check

A. Beginning Read each question aloud and point to the choices, one at a time. Encourage students to raise their hand if they think the choice is correct. Go over the correct answer with the students, if necessary, explaining the reason it is correct. Then review the word with students by repeating the question and having students answer in a sentence. For example, point to the word newcomers in the book and **Ask:** Which picture shows newcomers? Students would answer: This picture shows newcomers.

Comprehension Check

Check students' understanding of the direction lines on this page and on page 28. Point out each direction line to students and explain their meanings. Give special attention to the words **circle**, **next to**, **complete**, **tell**, and **answer**.

Grammar Link BLM

As . . . As, Not As . . . As, and Less . . . Than

Prepare students to complete the activity master on page A6. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

B. Intermediate

Explain to students that the plot has a beginning, middle, and end. Encourage them to think about the *conflict* as the beginning of the story, the *climax* as the middle of the story, and the *resolution* as the end of the story. **Model** *To understand the parts of the plot, first I think about what Walt was doing at the beginning of the story. I think about what conflict arose. For the middle part, I think about the exciting part of the story. The exciting part is the climax. The last section of the story is the resolution. The resolution is how the conflict gets solved and how the story ends.*

After You Read Have students complete the after reading activity on page 228.



Comprehension Check

- A. Imagine you are on the dog sled with Walt. What do you see, hear, and feel?

1. What I See

Possible answer: ice, snow, frozen river

2. What I Hear

Possible answer: dogs barking, gun shots, yelling, sled skating over ice

3. What I Feel

Possible answer: cold, scared, excited, worried

- B. What happens in "The King of Mazy May"? Use the diagram to tell the events in order.

Beginning

Walt learns that some men want to take gold from Loren Hall's land.



Middle

Walt and the men race toward the claim office. The trip is dangerous.



End

Walt outruns the men. He finds Loren Hall. They go to the claim office.

- C. Answer the questions and statements below.

4. Write three words that describe Walt.

Possible answer: strong, determined, brave, young, boy

5. Write three words that describe the setting.

Possible answer: cold, ice, snow, hills, river, 1890s, Canada, Yukon

6. How does Walt get away from the men who are chasing him?

He capsizes their sled and their dogs tangle up.

7. Why do people call Walt "The King of Mazy May"?

Possible answer: He saved Loren's claim.

For more practice, see page 228.



Writing Link

Journal Entry

Students should think about how Walt would tell the events of the story if he were writing them down in a journal. Then they should write a journal entry from Walt's point of view. Tell students that when people write journal entries, they often begin by summarizing their feelings about the events that they are writing about. Write the following sentence frame on the board to help students get started.

Today was really ____, because I ____.

Then direct students to write what happened in order. They can conclude by describing how Walt felt at the end.



RC-6.F Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.

The Courage That My Mother Had

and by Edna St. Vincent Millay

My Father Is a Simple Man

by Luis Omar Salinas

The Courage That My Mother Had and My Father Is a Simple Man

29

Oral Language

Build Background

Read the titles and poets. Explain that students will read “The Courage That My Mother Had” by Edna St. Vincent Millay and “My Father Is a Simple Man” by Luis Omar Salinas. These two poems are about the poets’ parents. **Ask:** *Why do you think the poets have chosen to write about their parents? (to honor or to thank them)* **Ask:** *What qualities of their parents do you think the poets will talk about? (the good qualities of their character)*

Talk About the Poems

Explain that both poems are about the poets’ parents.

Beginning **Ask:** *What can you thank your parents for giving you? (life, values, love)*

Intermediate **Ask:** *What important lessons have you learned from your parents?*

My parents have taught me to _____. (study hard in school; be honest)

Advanced/Advanced High Explain to students that sometimes objects remind us of other people. **Model** *I have a ring that belonged to my grandmother. When I see the ring, I think about my grandmother.* Remind students to look for these kinds of objects as they read the poems.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poems

Vocabulary

- Content Vocabulary

Phonics

- Consonant Sound /zh/

Literary Element

- Theme

Reading Skill

- Compare and Contrast

Writing Link

- Journal Entry

Grammar Link

- Simple Past Tense: Irregular Verbs BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poems

Read aloud *Connect to the Poems*. Reproduce the web on the board. **Model** *My father is my hero. I learned kindness, loyalty, and courage from my father. My father also taught me how to cook.* Model writing your responses in the web, and have volunteers suggest other responses. Then have individuals complete their own webs.

Literary Element Theme

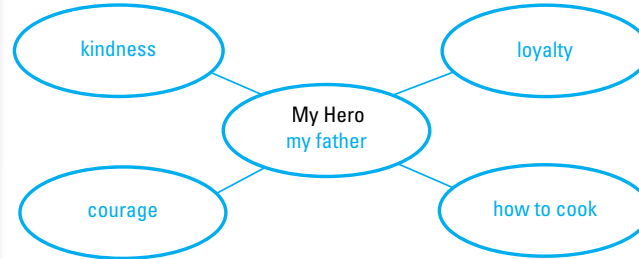
Read aloud the Literary Element with students. To help students understand how to find an implied theme, write on the board the title “The Courage That My Mother Had.” **Ask:** *What do you think the theme of this poem is going to be about? (courage) What kinds of details are you going to look for? (details about courage)* Repeat with “My Father Is a Simple Man.”

Reading Skill Compare and Contrast

Read aloud the text with students. **Model** *From the titles, I already know that one poem will be about the poet’s mother and one poem will be about the poet’s father.* **Ask:** *What ideas do you think the poems will share? (love, family, support)*

Connect to the Poems

Who is a hero to you? What have you learned from that person? Complete the web below.



Literary Element Theme

The **theme** is the message about life in a story or poem. For example, the theme of a story about soccer might be that it is dangerous to care only about winning. Some texts have a **stated theme**. The writer tells you what the theme is. Other texts have an **implied theme**. Readers must find clues or details that tell the theme.

As you read, pay attention to

- the titles of the poems.
- details that the authors use.

Reading Skill Compare and Contrast

When you **compare and contrast** texts, you look at how two texts are the same and how they are different. Two texts might have characters with a similar problem. The main characters may be from different places. Comparing and contrasting texts helps you understand both texts better.

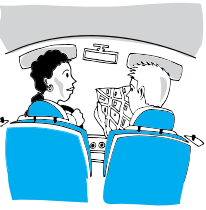
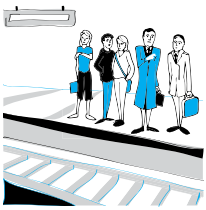
To compare and contrast these poems, ask yourself:

- How are the speakers of the two poems alike?
- What is the main idea, or theme, of each poem?
- How are the speakers different?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
courage (kur' ij) <i>n.</i> bravery The firefighters showed courage as they put out the fire. 	treasure (trezh' ər) <i>v.</i> care about; value Alessandro will treasure his baseball cards. ➤ Cognate (Spanish) tesoro 	spare (spär) <i>v.</i> give up or give away Our neighbor asked us if we could spare a cup of sugar. 	argue (är' gū) <i>v.</i> disagree We are best friends, but we sometimes argue. 
convince (kan vins') <i>v.</i> make someone believe She could not convince her mother to let her stay out late. ➤ Cognate (Spanish) convencer 	journey (jur' nē) <i>n.</i> a trip from one place to another We made the long journey from one state to another. 	patience (pa' shans) <i>n.</i> the ability to wait for a long time The train was late, but the people had patience. ➤ Cognate (Spanish) paciencia 	benefit (ben' ə fit) <i>n.</i> a good outcome My gym teacher says good health is one benefit of exercise. ➤ Cognate (Spanish) beneficio 

For more practice, see page 229.

The Courage That My Mother Had and My Father Is a Simple Man

31

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When someone has courage, he or she is brave. **Example:** The dog shows *courage* when he protects the house from a robber. **Ask:** How can someone show courage? **EXPLANATION**

When you **treasure** someone or something, you care about it. *I treasure photographs of my family.* Describe how you take care of something you treasure. **DESCRIPTION**

If you can **spare** something, you can give it away. *I can spare a dollar to give to my friend.* What is the opposite of *spare*? **ANTONYM**

When you **argue**, you disagree. *I try not to argue with my parents.* What is another word for *argue*? **SYNONYM**

If you **convince** someone, you make him or her believe what you want. *The students could not convince their teacher to let them go home early.* How is the word *convince* like *force*? How is it different? **COMPARE AND CONTRAST**

When you travel from one place to another, you make a **journey**. *I went on a journey from the mountains to the ocean.* What are different ways you can travel on a journey? **EXPLANATION**

If you have **patience**, you can wait for a long time. *I need patience when I wait for the bus.* What are some other times you might need patience? **EXAMPLE**

A **benefit** is a good outcome or result. *Meeting friends is one benefit of going to school.* What is the opposite of *benefit*? **ANTONYM**

Vocabulary Practice

Have students complete the vocabulary practice activity on p. 229.

Phonics

Consonant Sound /zh/

Tell students they are going to practice the /zh/ sound. Explain to students that the letter *s* can make a number of different sounds in English words, one of which is the /zh/ sound. Ask students to find a content vocabulary word in which the letter *s* makes the /zh/ sound (*treasure*). Slowly pronounce the word, and have students raise a hand when they hear /zh/. Then have students say the word.

Write the following words on the board. Briefly explain their meanings, and have students pronounce them after you.

measure

pleasure

leisure

closure

Interactive Question-Response

Content Vocabulary

Remind students of the definitions of *courage*, *treasure*, and *spare*. **Ask:** *What does the speaker say happened to her mother's courage? (Her mother took it with her when she died.) Ask: What does the speaker treasure? (her mother's pin or brooch) Ask: What can the speaker spare? (her mother's brooch.)*

Comparing Literature

If students have difficulty responding: **Model** *The speaker describes her mother's courage.* **Ask:** *What does the speaker say she needs? (She needs her mother's courage.)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Why can the speaker spare her mother's brooch? (She wants her mother's courage, instead.)*

The Courage That My Mother Had



Comparing Literature

Check the statement that best describes the poem's theme.

- ☐ The speaker's mother left behind a golden brooch.
- ☐ The brooch helps the speaker remember her mother's courage.
- ☒ The speaker wishes she had her mother's courage.



Comprehension Check

Underline what the speaker could spare, or do without.

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried;¹
Now granite² in a granite hill.

5 The golden brooch³ my mother wore
She left behind for me to wear;
I have no thing I treasure more:
Yet, it is something I could spare.

10 Oh, if instead she'd left to me
The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.

To Sum Up

- The speaker's mother had a lot of courage.
- The speaker's mother died and left her a piece of jewelry.
- The speaker wishes she had her mother's courage instead of jewelry.

1. **Quarried** means "cut from the earth."
2. **Granite** is a type of hard rock used in buildings.
3. **Brooch** is a piece of jewelry, or pin.

My Father Is a Simple Man

I walk to town with my father
to buy a newspaper. He walks slower
than I do so I must slow up.
The street is filled with children.
We argue about the price
of pomegranates,¹ I convince
him it is the fruit of scholars.²
He has taken me on this journey
and it's been lifelong.
He's sure I'll be healthy
so long as I eat more oranges,
and tells me the orange
has seeds and so is perpetual;³
and we too will come back
like the orange trees.
I ask him what he thinks
about death and he says
he will gladly face it when
it comes but won't jump
out in front of a car.
I'd gladly give my life
for this man with a sixth
grade education, whose kindness

1. **Pomegranates** are golden-red fruits with many seeds.

2. **Scholars** are people who have great knowledge.

3. **Perpetual** means "continuing forever."

Comprehension Check

What important message does the speaker's father share about life? Check the correct answer.

- ☐ He will be in a car accident later in life.
- ☒ Life continues because of children.
- ☐ It's important to eat more fruits and vegetables.

To Sum Up

- The speaker's father is an older man.
- The speaker's father gives him advice about life.
- The speaker's father knows that death is a part of life.

Interactive Question-Response

Content Vocabulary

Remind students of the definitions of *argue*, *convince*, and *journey*. **Ask:** What do the speaker and his father argue about? (the price of pomegranates) **Ask:** What does the speaker convince his father of? (Pomegranates are the fruit of scholars.) What do you think this means? (They are healthy and good for you.) Have a student read aloud lines 8 and 9. **Ask:** How long has the speaker been on a journey with his father? (his whole life)

Comprehension Check

If students have difficulty responding: **Model** I want to find the part where the father is speaking about life. Line 10 says "He's sure I'll be healthy." That sounds like the father could be talking about life. Then the father talks about oranges. He says there will always be oranges because of orange seeds. Then he says people are like orange trees. **Ask:** Why will there always be people?

Differentiated Instruction

Clarify the Text Help students understand the message of the poem.

Beginning Read aloud the last two bullets in the To Sum Up box on this page.

Ask: What does the speaker learn from his father? (advice about life, death is part of life)

Intermediate Read aloud lines 16–20. Help students understand the father's statement about death. **Ask:** Is the father afraid of death? (no) How do you know? (He says he "will gladly face it.") Does the father want to die? (no) What phrase tells you that? ("won't jump in front of a car")

Advanced/Advanced High Explain to students that the speaker's father compares human life to the life of trees. Help students find the text that explains how people are like orange trees (lines 10–15). Ask volunteers to restate this simile in their own words.

Interactive Question-Response

Content Vocabulary

Remind students of the definitions of *patience* and *benefit*. **Ask:** *How can you identify people who have patience? (They take the time to do things correctly.)* **Ask:** *What does the speaker mean when he says his father will leave without the benefit of applause? (No one is going to thank his father or celebrate his life and hard work.)*

Comparing Literature

Ask students to share what they underlined. Have students find evidence to support their answers.

Ask: *Why does the speaker admire his father? (His father took care of his family and stayed true to himself.)*

To Sum Up

Beginning

Have students work in pairs to reread the To Sum Up statements from pages 33–34. Then have students decide together which three things the speaker learns from his father. Provide the following sentence frame for students to complete.

Three things the speaker learns from his father are: ____, ____, and ____.

(Three things the speaker learns from his father are: how to live life, death is part of life, and how to be a great man.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about what I know from each poem. I know the poems are about a mother and father. What else do I know about the poems?* Write the following sentence frames on the board to help students organize their thoughts.

The poems are alike because ____.

The poems are different because ____.



Comparing Literature

Underline the theme of the poem.

25

and patience are true . . .

The truth of it is, he's the scholar,
and when the bitter-hard reality
comes at me like a punishing
evil stranger, I can always

30

remember that here was a man
who was a worker and provider,
who learned the simple facts
in life and lived by them,
who held no pretense.⁴

35

And when he leaves without
benefit of fanfare⁵ or applause
I shall have learned what little
there is about greatness.⁶

4. **Held no pretense** means "did not try to act better than anyone else."

5. **Fanfare** is an activity meant to draw attention.

6. Here, **greatness** means "being a good, simple man."

To Sum Up

- ▶ The speaker calls his father a smart man.
- ▶ The speaker's father lives a simple life. He works hard and takes care of his family.
- ▶ The speaker thinks his father is a great man because of what he has done.

34

REFLECT

Compare and Contrast

The two poems are about the speakers' parents. How are the two poems alike? How are they different?

The first poem is about a mother who has already died. She took her knowledge and courage with her.

The speaker only has a piece of jewelry left. The second poem is about a father who still lives. The speaker is learning about life from him.

PARTNERS

Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

Vocabulary Check

C. Advanced/Advanced High

Read aloud each sentence prompt and the three answer options. Encourage students to answer with yes or no for each option. Then have students read aloud each item as a statement to see if it makes sense. For example: *Patience is the ability to wait for a long time.*

A. Label the pictures with the correct vocabulary word.

convince

courage

treasure



1. treasure

2. convince

3. courage

B. Match each vocabulary word to its antonym.

4. keep b

a. benefit

5. agree c

b. spare

6. loss a

c. argue

C. Think about what each vocabulary word means in "The Courage That My Mother Had" and "My Father Is a Simple Man." Then check the best answer.

7. **Patience** is the ability to

- ☒ wait for a long time.
☐ laugh for a long time.
☐ shout for a long time.

8. A **journey** is a

- ☐ display.
☒ trip.
☐ dance.

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.

Grammar Link

BLM

Simple Past Tense: Irregular Verbs

Prepare students to complete the activity master on page A7. Read the grammar instruction with students, and complete the first item with them to help them get started.

For more practice, have students write a short paragraph about someone who is a hero to them. Remind them to use the newly learned irregular verbs correctly. When students have finished, have them exchange their paragraphs with a partner and edit each other's work for subject-verb agreement.

Comprehension Check

B. Intermediate Read aloud the directions. Draw the Venn diagram on the board. **Model** *The titles tell me where to write the information. In the left circle, I am going to write what is true only about "The Courage That My Mother Had." In the right circle, I am going to write what is true only about "My Father Is a Simple Man." In the middle, where the circles overlap, I am going to write what is true about both poems.* Encourage students to return to the text for details.

After Reading Have students complete the after reading activity on page 230.

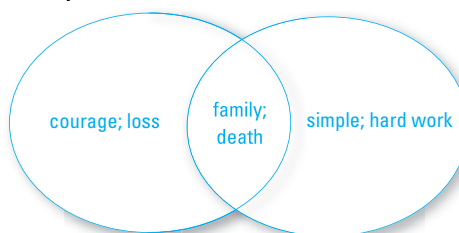
Comprehension Check

A. Complete the sentences.

1. The subject of "The Courage That My Mother Had" is the speaker's mother.
2. The subject of "My Father Is a Simple Man" is the speaker's father.
3. The title of the poem "The Courage That My Mother Had" shows that courage is an important theme in the poem.
4. The title of the poem "My Father Is a Simple Man" shows that being simple is an important theme in the poem.

B. Compare and contrast the themes of "The Courage That My Mother Had" and "My Father Is a Simple Man." How are the poems alike? How are they different? Complete the diagram.

"The Courage That My Mother Had" Both "My Father Is a Simple Man"



C. Complete the sentences.

1. Both speakers write about a parent.
2. The speaker in "The Courage That My Mother Had" treasures her mother's brooch.
3. She wishes that she had her mother's courage.
4. The speaker in "My Father Is a Simple Man" calls his father a scholar.
5. What he learns from his father is that working hard, taking care of family, and living a simple life are important.

For more practice, see page 230.

Writing Link

Journal Entry

Have students imagine they are the speaker in "My Father Is a Simple Man." Ask students to write a brief journal entry describing the speaker's conversation with his father. Ask them to share not only the subjects of the conversation, but the speaker's feelings, as well. Remind students to include specific details. Have students look back at the poem, if needed.



6.10.C Explain how different organizational patterns develop the main idea and the author's viewpoint.

6.12.B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.



Oral Language

Build Background

Read the title. Explain that the word *climate* relates to weather. **Ask:**

- *What is the weather like where you live?*
- *Do you like cold or hot weather?*

Talk About the Textbook Lesson

Explain that the textbook lesson is about climate. The lesson defines climate, describes local effects on climate, and explains global warming.

Beginning **Ask:** *Have you ever watched the weather forecast on TV? (yes/no)* Work with students to draw different weather conditions, including sunshine, rain, wind, and snow.

Intermediate Explain that climate means more than just the temperature of a particular area.

Ask: *Is the climate of a rainforest wet or dry? (The climate of a rainforest is wet.)* **Ask:** *Is the climate of a desert wet or dry? (The climate of a desert is dry.)*

Advanced/Advanced High Help students generate a list of terms that describe the climate of the North Pole. **Model** *I know that the North Pole is very cold.* Write *cold* on the board, and encourage students to add to terms to the list, such as *wet*, *icy*, *snowy*, and *windy*.

Climate 37

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Textbook Lesson

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Short Vowel /a/

Literary Element

- Text Features

Reading Strategy

- Analyze Text Structure

Writing Link

- Fact Sheet

Fluency

- Expression and Intonation: Punctuation

Comprehension

- Graphic Organizer BLM



Grammar Link

- *The Same (As), Similar (To), and Different (From)* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Textbook Lesson

Read aloud Connect to the Textbook Lesson. Reproduce the sentences on the board. **Model** *I live in Chicago, Illinois. The weather where I live is hot in the summer and cold in the winter. It is very windy.* Model writing your response and have volunteers suggest other responses. Then have individuals fill in their own sentences.

Literary Element Text Features

Read aloud the Literary Element. As you read, list the types of text features on the board. Work with students to skim pages 40–47 and identify the text features. List the subheads on the board.

Reading Skill Analyze Text Structure

Read aloud the Reading Skill. Explain to students that it is important to analyze text structure because it helps readers understand what information is most and least important to remember. Have students read the list of subheads on the board. **Ask:** *What do you think is most important for you to understand? (“What is Climate?”)* **Ask:** *What do you think is less important for you to understand? (“Effects of Global Warming”)* **Why?** *(The title of the lesson is “Climate.”)*

Connect to the Textbook Lesson

Think about the weather where you live. What do you like about it? What would you change? Write about it on the lines below.

Possible answer: The weather where I live is really cold.

I like to snowboard.

Literary Element Text Features

Text features are special ways of presenting information in a text. They help you to understand the information in the text more quickly.

- **Titles** appear in large type at the beginning of a text. They help tell you what the entire text is about.
- **Heads** appear between different parts of a text to separate them. They tell you what each section is about.
- **Subheads** break sections of the text into even smaller pieces. The text under each subhead relates to one head.
- **Graphics** are visual aids such as pictures, photos, maps, charts, and graphs.

Reading Skill Analyze Text Structure

The way a writer organizes ideas is called **text structure**. Writers decide on a purpose for writing. Then they put ideas in an order that makes sense for that purpose. The kind of text structure used in “Climate” is **order of importance**. The ideas are arranged from most important to least important.

To analyze text structure, pay attention to

- signal words such as *first*, *next*, *because*, *like*, or *unlike*.
- the order of different sections.
- the author’s purpose.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

humidity (hū mid' ə tē) *n.* dampness, especially in the air

Wet clothes dry slowly when there is a lot of humidity in the air.

> Cognate (Spanish) **humedad**

factor (fak' tər) *n.* one of several things that causes something

One factor that made us cancel our trip was the bad weather.

> Cognate (Spanish) **factor**

absorbs (ab sôr'bz') *v.* takes in or soaks up

A sponge absorbs water.

> Cognate (Spanish) **absorber**

axis (ak' sis) *n.* a straight line which an object turns around

The Earth turns once around its axis every 24 hours.

Content Vocabulary

pattern (pat' ən) *n.* the way in which something happens the same way over and over
Deserts and forests have a different rain pattern.

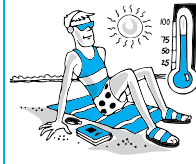


region (rē' jən) *n.* a part of the Earth's surface
The western United States is a region with many mountains.

> Cognate (Spanish) **región**



average (av' ə r ij) *adj.* normal or usual
The average temperature in Miami is 76 degrees.



local (lō' kal) *adj.* nearby
I went to the local store to shop. It is close to my house.

> Cognate (Spanish) **local**



moisture (mois' chər) *n.* very small drops of water in the air
Tamika watered the plants because the soil needed more moisture.



tilt (tilt) *n.* a slope or slant
Rick's car stopped because the hill had a steep tilt.



recycling (rē sī' kəl ing) *v.* processing materials in order to reuse them
Saleha helps protect the earth by recycling her soda cans.



reduce (ri dōōs') *v.* to make smaller in amount or size
Jorge tried to reduce his homework by doing more work at school.

> Cognate (Spanish) **reducir**



For more practice, see page 231.

Climate

39

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: **Humidity** is dampness in the air. **Example:** A rain forest has a lot of *humidity*. **Ask:** Describe a place that has a lot of humidity. **DESCRIPTION**

A **factor** is one of many things that produce a result. *One factor in doing well on a test is paying attention in class.* What might be another factor in doing well on a test? **EXPLANATION**

Something that **absorbs** takes in or soaks up. *The ground absorbs water after it rains.* Give another example of something that absorbs water. **EXAMPLE**

EXAMPLE

Continue the process with *axis*.

Content Vocabulary

A **pattern** occurs when something happens the same way over and over. *The city has a different traffic pattern than the country.* Why do you think the city has a different traffic pattern than the country? **EXPLANATION**

A **region** is a part of the Earth's surface. *I have never traveled to a tropical region.* What is another word for region? **SYNONYM**

Something that is **average** is normal or usual. *It rained more than average this year.* What is a word that means the opposite of average? **ANTONYM**

ANTONYM

Something that is **local** is nearby or located near a certain place. *Our local newspaper reports events in our town.* Give an example of something that is local where you live. **EXAMPLE**

Continue the process with *moisture*, *tilt*, *recycling*, and *reduce*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 231.

Phonics

Short Vowel /a/

Tell students they are going to practice pronouncing and identifying words with the short vowel sound /a/ spelled *a*. Explain that the letter *a* can make both a short *a* sound, as in the words *apple* and *flag*, and a long *a* sound, as in the words *ate* and *state*. Have students find the selection and content vocabulary words in which the letter *a* makes the short *a* sound (*factor*, *absorbs*, *axis*, *pattern*, *average*). Slowly pronounce the words, and have students raise their hands when they hear the short *a* sound. Then have students repeat the words.

Then have students practice recognizing the relationship between the short *a* sound and the letter *a* when writing. Slowly pronounce the following words and ask students to write each word: *fact*, *maps*, *plan*.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. **Ask:** *What is climate the pattern of? (Climate is the pattern of weather in a particular area over many years.)*

Ask: *How do scientists determine the climate of a region? (Scientists determine the climate of a region by calculating the average weather conditions over a period of many years.)* **Ask:** *When scientists determine the climate of a region they start by looking at the average of what? (When scientists determine the climate of a region, they start by looking at the average temperature.)*

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements on page 40. Then have students answer the following yes/no questions.

Does climate mean “the temperature in a certain region”? (no)

Do scientists study the weather of a pattern to discover its region? (no)

Do different parts of the world have different kinds of weather? (yes)



pattern (pa' tərn) *n.* the way in which something happens the same way over and over



region (rē' jən) *n.* a part of the Earth's surface



average (a' vərj) *adj.* normal or usual



To Sum Up

- Different parts of the world have different kinds of weather.
- Climate means “the pattern of weather in a certain region.”
- Scientists study the weather of a region to find its patterns.

What Is Climate?

You've probably noticed that the weather in other parts of the country is different from where you live. If you could see a map of the world's weather, you'd see even greater differences. Some parts of the world always seem rainy. Others are cold every winter. Climate (klī'mit) is the pattern of weather that occurs in a particular area over many years. To determine the climate of a region, scientists figure out the average weather conditions over a period of 30 years or more. They look at the average temperature, precipitation,¹ air pressure, **humidity**, and the number of days of sunshine in each area.

What Causes Different Climates?

Different parts of Earth receive different amounts of sunlight. The areas nearest the equator receive the most sunlight. They have a tropical climate with warm to hot temperatures year-round. Polar climates are found near the poles, where sunlight strikes Earth at a low angle. These places can get very cold. Some are always covered in ice. Subarctic, temperate (tem'pər it), and mild climates lie between the tropics and the poles. Temperatures in these

Vocabulary

humidity (hū mid' ə tē) *n.* dampness, especially in the air

1. **Precipitation** is any form of water that falls to Earth, such as rain, snow, and hail.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A8.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Have students read aloud the words and definitions. **Ask:** *What can affect local climate? (Location, oceans, mountains, wind patterns, and cities can affect local climate.) Ask: As air cools as it moves up a mountain, it drops moisture in the form of what? (As air cools as it moves up a mountain, it drops moisture in the form of rain or snow.)*

Literary Element Text Features

If students have difficulty responding, point to the subhead ("Local Effects on Climate"). Remind the students that the subheads serve as titles of the different sections of the textbook lesson.

local (lō' kəl) *adj.* nearby



Literary Element

Text Features Look at the subhead. What might this section be about?

Possible answer: _____

Local things that can _____

change the climate, _____

such as cities. _____

moisture (mois' char) *n.* very small drops of water in the air



areas vary, but on average, they are not as hot as tropical climates and not as cold as polar climates. Is location the only **factor** that affects climate? No. Oceans, mountains, wind patterns, and even large cities can affect **local** climate.

Local Effects on Climate

Imagine you're at the beach on a summer day. You take a moment to enjoy the cool, refreshing breeze that blows in from the ocean. Ocean winds and ocean currents² affect the climate along the coasts. These areas are often cooler in the summer and warmer in the winter than areas located just a short distance inland.

Mountains also affect local climate. On the side of the mountain that faces the wind, the climate is generally cool and wet. That's because air cools as it moves up the mountain. As it cools, it drops its **moisture** as rain or snow. By the time the air reaches the top of the mountain, it is dry. The dry air continues over the mountain, heating up as it goes down the side of the mountain that faces away from the wind.

Cities can affect climate, too, especially in the summer. If you've ever walked barefoot on a hot street, you know that the street **absorbs** heat. So do parking lots and buildings. Some of the heat they absorb is sent back into the surrounding air. That makes the air in a city hotter.

Location, oceans, mountains, cities—now you know the things that cause different climates. Do climates of regions ever change? They have in the past. Some people think they

To Sum Up

- ▶ Many factors affect climate.
- ▶ Mountains affect climate.
- ▶ Cities can affect climate by absorbing heat.

Vocabulary

factor (fak' tar) *n.* one of several things that causes something
absorbs (ab sörbz') *v.* to take in or soak up

2. **Currents** are the flow of water in a certain direction.

Differentiated Instruction

Clarify the Text Help students understand "Local Effects on Climate."

Beginning Read aloud the first bullet in To Sum Up, as well as the first boxed text on page 42. **Ask:** *Are oceans, mountains, wind patterns and large cities factors that affect climate? (yes)*

Intermediate Have partners read aloud the boxed text on page 42. Then have students complete the following sentence frames: *The air on the side of a mountain that faces the wind is usually ____ (cool) and ____ (wet) The air on the top of the mountain is ____ (dry)*

Advanced/Advanced High After students read the first paragraph of "Local Effects on Climate," **ask:** *In the winter, are coastal areas warmer or colder than nearby inland areas? (In the winter, coastal areas are warmer than nearby inland areas.)*

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition. Demonstrate the word *tilt* by tilting an object to the side. **Ask:** *What do some scientists say about the tilt of the Earth's axis? (Some scientists say that the tilt of the Earth's axis may change over a long period of time.)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *What does burning fossil fuels and cutting down rain forests cause? (Burning fossil fuels and cutting down rain forests causes global warming.)*

Academic Vocabulary

Explain to students that an increase in temperature all over the world is called **global** warming. Have students try to figure out the meaning of the word *global* in the sentence above using context clues. Have students check their guess in a dictionary.

tilt (tĭlt) *n.* a slope or slant



Comprehension Check

Underline the words that describe what human activities are causing Earth's climate to change.

Follow along as your teacher leads the class in reading the text aloud.

To Sum Up

- The climate of North America changed in the past.
- The climate may change again because of human activity.
- Carbon dioxide in the air causes global warming.

50 might change again in the future.

Climate Changes

About 20,000 years ago huge sheets of ice called glaciers covered much of Canada and parts of the United States. What caused this type of climate change? Scientists are not sure. Some think that the tilt of Earth's **axis** or the path of Earth's orbit may change over a long period of time. Others think that a huge volcanic eruption or a meteorite collision with Earth may have caused the climate change.

Some people think we're headed for another big climate 60 change. But this time, the change will be caused by people, not by volcanoes or meteorites.

Will Earth's Climate Change Again?

Some human activities, such as burning fossil fuels³ to produce electricity and cutting down rain forests for farmland, increase the amount of carbon dioxide in the atmosphere. Carbon dioxide traps heat in the atmosphere. When there's more carbon dioxide, more heat is trapped, so temperature increases around the world. An increase in temperatures all over the world is called global warming.

70 Effects of Global Warming

Scientists are not sure what the effects of global warming will be. Some think rising temperatures might cause ice caps to melt. This, in turn, could cause a sudden rise in sea level and flooding along coastal areas. Other scientists aren't convinced that global warming is a

Vocabulary

axis (ak' sis) *n.* a straight line which an object turns around

3. **Fossil fuels** are fuels formed by animal or plant remains over millions of years. Gasoline and motor oil are made from fossil fuels.

Fluency

Expression and Intonation: Punctuation

Intermediate Tell students that they will be doing a choral reading of the two complete sections on this page. Remind students to pause when they come to a period, and to pause briefly when they come to a comma. Model the fluency skill as you read the text at a moderate tempo. Then have the entire group read the passage aloud. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Tell students that they will join you in a shared reading of the first complete paragraph on this page. Direct students to follow along in their books as you model reading aloud at a moderate tempo. Tell students to notice the pace of your reading and how you pause when you read punctuation, such as a comma, period, or dash. Then reread the text, encouraging students to join in parts that include commas, periods, or dashes.

Note Taking

Reread the text on the left. Then record your answers to the items below.

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2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Have students read aloud the words and definitions. Ask students to name an example of something that can be *recycled*. **Model** *I always make sure to put aluminum cans in the recycling bin.* Ask students to name one way that they could *reduce* energy use in their home. **Model** *I reduce energy use in my home by remembering to turn off the lights when I leave a room.*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *The subheads in this lesson are the titles of the different sections. The subheads appear in large boldface type. For example, the final subhead in "Climate" is "Effects of Global Warming."*

English Language Learning Strategies

Remind students of expressions they can use to request assistance or ask for clarification, such as: "Can you repeat that, please?" or "Would you please explain what you mean by that?"

Tampering with means "changing in a way that may be harmful."

recycling (rē sī' kəl ing) v. processing materials to reuse them



reduce (ri dōs') v. to make smaller in amount or size



problem. All scientists, though, warn against **tampering with** Earth's climate. We can help protect Earth from harmful climate change by using less electricity and recycling products to reduce our use of fossil fuels.

REFLECT

Analyze Text Structure

List the subheads that appear in "Climate." Discuss with a partner why the writer organized the information in this order.

What Is Climate?; What Causes Different Climates?; Local Effects on Climate; Climate Changes; Will Earth's Climate Change Again?; Effects of Global Warming; To define the problem and then explain the consequences.



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- People can help stop climate change by recycling and using less electricity.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A8.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

A. Beginning

Read each question aloud. Encourage students to return to the To Sum Up statements to help them answer the questions.

Writing Link

Fact Sheet

Have students work in pairs to write a fact sheet about global warming. Tell students that a fact sheet is a short, easy-to-read summary of key facts about a subject. Tell students to use information from "Climate" to write their fact sheet.

Write the following information on the board:

- Your readers: sixth-graders who have not read "Climate"
- Your purpose: to inform other students about global warming by giving them the most important facts. Do not include opinions.
- Your format: Make a list or lists of bulleted facts. Don't write in paragraphs.
- The length: one page

After Reading Have students complete the after reading activities on pages 232 and 233.

Comprehension Check

A. Answer the questions about "Climate."

1. Is climate a pattern of weather or someone who studies weather? a pattern of weather
2. Which of these affect climate: sounds, soccer, oceans, cities? oceans, cities
3. Give an example of how the Earth's climate has changed. Possible answers: The Earth has become hotter. The glaciers have melted. The sea levels have risen.

B. Look back at the text features in "Climate." Then answer the questions.

4. What does the second heading on page 40 tell readers? there are different climates
5. What does "local" mean in the heading on page 42? where you live
6. Look back at the three headings on page 44. Which words do you think are most important from those headings? climate, change, warming

C. Answer the questions based on information from the selection.

7. Look again at the first paragraph of the selection on page 40. Think about the heading. What does the selection explain? The selection explains what climate is.
8. Why is the climate on the side of the mountain that faces the wind cool and wet? The climate on the side of the mountain that faces the wind is cool and wet because air cools it as it moves up the mountain.
9. How can cities affect climate? Streets absorb heat and send heat back into the air.
10. What is one idea about climate that you learned from reading "Climate"? Cities and people can change the climate.

For more practice, see pages 232–233.



Grammar Link

BLM

The Same (As), Similar (To), and Different (From)

Prepare students to complete the activity master on page A9. Read the grammar instruction with students, and complete the first item with them to help them get started.



6.6.B Recognize dialect and conversational voice and explain how authors use dialect to convey character.

He Lion, Bruh Bear, and Bruh Rabbit

by Virginia Hamilton

and

The Toad and the Donkey

by Toni Cade Bambara

He Lion, Bruh Bear, and Bruh Rabbit and The Toad and the Donkey

49

Oral Language

Build Background

Read aloud each title and the author. Explain that Virginia Hamilton came from a family of storytellers. Toni Cade Bambara was an activist for African American women, as well as a writer.

Explain that both of these stories are African American folktales. Explain that *bruh* means “brother.” **Ask:** *What do you know about the animals named in the story titles? (A lion is a big cat. A rabbit is small and furry. A donkey is like a small horse.)*

Talk About the Folktales

Tell students that characters in folktales are often animals.

Beginning **Ask:** *Have you ever seen a lion? (yes/no)* Show a picture of a lion. **Ask:** *Do you think a lion is strong? (yes/no)*

Intermediate Have students generate words that might describe a lion’s personality. Provide the following sentence frame.

A lion is _____. (strong, fierce, loud, proud)

Advanced/Advanced High Help students generate a list of words that describe each animal. **Model** *When I think of a donkey, I picture it as loud, stubborn, and strong. If I were making a list of words to describe a donkey, I would write strong, loud, and stubborn.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Folktales

Vocabulary

- Content Vocabulary

Phonics

- Short Vowel /u/

Literary Element

- Characters

Reading Skill

- Compare and Contrast

Writing Link

- Summary

Fluency

- Expression and Intonation: Dialogue

Grammar Link

- Present Perfect Tense of *Be*: *For* and *Since* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Folktales

Read aloud Connect to the Folktales. Copy the questions on the board. **Model** *I read a folktale named "Little Red Riding Hood." It is about a girl who goes to visit her grandma and meets a wolf in the woods. The wolf tries to trick her, but she gets away. I learned to be careful around strangers.* Model writing your responses on the board, and have volunteers suggest other responses. Then have students answer the questions on their own.

Literary Element Character

Write the word *trick* on the board and say it slowly. Ask students if they know what a trick is. Mime or demonstrate a simple trick, such as pulling a cap off someone's head. Then return to the word on the board. Add the suffix *-ster* to the end of *trick* and say the word aloud. Explain that a trickster is someone who plays tricks on other people.

Review what a character is. Then read aloud the Literary Element feature. Ask students if they can name tricksters in any stories or folktales that they know.

Tell students that each of the folktales they will read has a trickster as a character. Challenge them to try to figure out which character in each folktale is the trickster.

Reading Skill Compare and Contrast

Read aloud the Reading Skill. Refer to the folktale you used in Connect to the Folktales to compare and contrast characters. **Model** *I can compare and contrast two of the characters in "Little Red Riding Hood." Red and Grandma are alike because both are human and both are female. They are also in the same family. They are different because Red is a young girl and Grandma is an older woman.* Ask students to compare and contrast characters in other folktales or stories they have read.

Connect to the Folktales

Have you ever read a story about the three little pigs, Paul Bunyan, or *La Llorona*? Then you have read a folktale! Folktales teach lessons about life. Think about a folktale you have read and answer these questions.

1. What is the title of the folktale? Little Red Riding Hood
2. What happens in the folktale? Little Red Riding Hood goes to see her grandmother. A wolf tries to trick her, but she wins in the end.
3. What lesson did you learn from the folktale? Don't talk to strangers.

Literary Element Characters

A **character** is a person or animal in a story. Characters that are animals sometimes act like people.

Folktales sometimes have characters called tricksters. A **trickster** is a smaller, weaker character than the other characters in a story. But the trickster is smart enough to trick and defeat the other characters in a story. Look for tricksters as you read the two folktales.

Reading Skill Compare and Contrast

In this lesson, you will **compare and contrast** the characters in two folktales. When you compare characters, you look at how the characters are alike. When you contrast characters, you look at how they are different. As you read, ask yourself these questions:

- > How are the main characters the same?
- > How are the main characters different?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

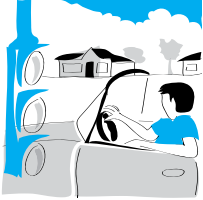
Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

distance (dis' tans) *n.* space between things

There is a short **distance** from my home to my school.

> Cognate (Spanish) **distancia**



scrawny (skrō' nē) *adj.* very thin or small

The **scrawny** cat was very hungry.



clearing (klēr' ing) *n.* land with no trees or bushes

I sat down in a **clearing** in the forest.



thicket (thik' it) *n.* land filled with bushes and trees

Many small animals make their home in a **thicket**.



ridiculous (ri dik' yə ləs) *adj.* silly, easy to laugh at

Jorge looks **ridiculous** in a clown costume.

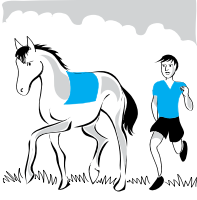
> Cognate (Spanish) **ridículo(a)**



trot (trot) *n.* a fast walk

The horse walked at a **trot**. I had to hurry to keep up with him.

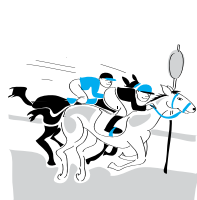
> Cognate (Spanish) **trote**



galloping (gal' əp ing) *v.* running very fast

The horses were **galloping** toward the finish line.

> Cognate (Spanish) **galopar**



stubborn (stub' ərn) *adj.* refusing to change your opinion or action

Jin was being **stubborn** and would not eat the food.



For more practice, see page 234.

He Lion, Bruh Bear, and Bruh Rabbit and The Toad and the Donkey

51

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: **Distance** is the space between things.

Example: The *distance* from my desk to your desk is about three feet. **Ask:** What is the distance from my desk to the door? **EXPLANATION**

If an animal is **scrawny**, it is skinny. *That scrawny dog looks as if she hasn't eaten in days.* What other words do you know that have a meaning similar to *scrawny*? **SYNONYM**

A **clearing** is an open area with no trees or bushes. *We sat in the clearing and looked up at the sky.* Where have you seen a clearing? **EXAMPLE**

A **thicket** is an area with lots of trees and bushes. *We had to cut through the thicket at the edge of the forest.* Describe what it would be like to walk through a thicket. **DESCRIPTION**

If something is **ridiculous**, it is very silly. *Wearing a lampshade on your head is ridiculous.* What is a ridiculous thing that you have seen? **EXAMPLE**

A **trot** is a fast walk. *I had to trot to keep up with my sister's long steps.* How is *trot* the same as *run*? How is it different? **COMPARE AND CONTRAST**

When an animal is **galloping**, it is running very fast. *The horse is galloping around the track.* What is the opposite of *galloping*? **ANTONYM**

If people are **stubborn**, they will not change what they are thinking or doing. *The stubborn children will not play the new game.* Describe a time when you were stubborn. **DESCRIPTION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 234.

Short Vowel /u/

Tell students they are going to practice the short vowel sound /u/. Tell them that this sound can be made by different letters and letter combinations in English, but it is most commonly made by the single letter *u*. Ask students to find a vocabulary word with the /u/ sound spelled *u* in it (*stubborn*). Slowly pronounce the word, and have students raise their hand when they hear the /u/ sound and lower their hand when the sound stops. Then have students say the word.

Ask students to find words with the /u/ sound spelled *u* on page 52 of the selection (*up, sunshine, just*). Also point out to students that some of the informal language on this page has the short *u* sound as well (*huntin*). Have students say the words as you briefly explain their meanings.

Interactive Question-Response

Background Information

Read aloud the note. Explain that this is one of many folktales originally told by enslaved Africans in the United States in the early and mid-1800s. Bruh Rabbit is a favorite character in these tales. He is small and seems helpless, but he is smarter than the larger animals. He often fools them.

To Sum Up

Beginning

Have students work in pairs to reread the To Sum Up statements on this page. Then ask a volunteer to read what he Lion yells. (*ME AND MYSELF*) **Ask:** *Why does he Lion yell “ME AND MYSELF”?* Provide the following sentence frame for students to complete.

He Lion yells ME AND MYSELF because he wants to show that ____.

Help students realize that he Lion is yelling these words because he is boasting about himself, saying that he is “king of the forest.”

He Lion, Bruh Bear, and Bruh Rabbit

Background Information

Both of these stories are African American folktales.

Say that he Lion would get up each and every mornin. Stretch and walk around. He'd roar, “ME AND MYSELF. ME AND MYSELF,” like that. Scare all the little animals so they were afraid to come outside in the sunshine. Afraid to go huntin or fishin or whatever the little animals wanted to do.



possum

“What we gone do about it?” they asked one another. Squirrel leapin from branch to branch, just scared. Possum playin dead, couldn't hardly move him.

He Lion just went on, stickin out his chest and roarin, “ME AND MYSELF. ME AND

MYSELF.”

The little animals held a sit-down talk, and one by one and two by two and all by all, they decide to go see **Bruh** Bear and Bruh Rabbit. For they know that Bruh Bear been around. And Bruh Rabbit say he has, too.

So they went to Bruh Bear and Bruh Rabbit. Said, “We have some trouble. Old he Lion, him scarin everybody, roarin every mornin and all day, ‘ME AND MYSELF. ME AND MYSELF,’ like that.”

“Why he Lion want to do that?” Bruh Bear said.

“Is that all he Lion have to say?” Bruh Rabbit asked.

Bruh means “brother” in this story.

To Sum Up

- He Lion yells, “ME AND MYSELF.”
- The little animals are scared.
- The little animals ask Bruh Bear and Bruh Rabbit for help.

"We don't know why, but that's all he Lion can tell us and we didn't ask him to tell us that," said the little animals. "And him scarin the children with it. And we wish him to stop it."

"Well, I'll go see him, talk to him. I've known he Lion a long kind of time," Bruh Bear said.

"I'll go with you," said Bruh Rabbit. "I've known he Lion most long as you."

That bear and that rabbit went off through the forest. They kept hearin somethin. Mumble, mumble. Couldn't make it out. They got farther in the forest. They heard it plain now. "ME AND MYSELF. ME AND MYSELF."

"Well, well, well," said Bruh Bear. He wasn't scared. He'd been around the whole forest, seen a lot.

"My, my, my," said Bruh Rabbit. He'd seen enough to know not to be afraid of an old he lion. Now old he lions could be dangerous, but you had to know how to handle them.

The bear and the rabbit climbed up and up the cliff where he Lion had his lair.¹ They found him. Kept their distance. He watchin them and they watchin him. Everybody actin cordial.²

"Hear tell you are scarin everybody, all the little animals, with your roarin all the time," Bruh Rabbit said.

"I roars when I pleases," he Lion said.

"Well, might could you leave off the noise first thing in the mornin, so the little animals can get what they want to eat and drink?" asked Bruh Bear.

"Listen," said he Lion, and then he roared: "ME



Comparing Literature

Why did the little animals choose Bruh Bear and Bruh Rabbit to talk to he Lion? Check the correct answer.

- ☒ They have known he Lion for a long time.
- ☐ They are larger than the little animals.
- ☐ They are the nicest animals.

distance (dis' tans) *n.* space between things



To Sum Up

- Bruh Bear and Bruh Rabbit say they will talk to he Lion.
- They tell he Lion that he is scaring the little animals.

He Lion, Bruh Bear, and Bruh Rabbit

53

Interactive Question-Response

Comparing Literature

Help students identify text that helps them answer the question. If students have difficulty responding, have them reread the second and third paragraphs on the page. **Ask:** *What does Bruh Bear say about how long he has known he Lion? (He says he has known him a long time.) What does Bruh Rabbit say about how long he has known Lion? (He says he has known him a long time, too—almost as long as Bruh Bear has known he Lion.)*

Content Vocabulary

Read aloud the word and definition of *distance*. Explain that the phrase *kept their distance* is an idiom. Help students figure out the meaning of the idiom by directing them to reread the paragraph. **Ask:** *Do you think the bear and the rabbit kept a short distance or a long distance between themselves and the lion? (a long distance)* **Model** *I know kept their distance is an idiom. I know the bear and the rabbit would want to be a longer, not a shorter, distance from the lion. So I think the idiom kept their distance means "stay away."* Reinforce the meaning by writing the idiom on the board and writing the definition next to it.

1. A **lair** is a home or resting place for a wild animal.
2. **Acting cordial** means "being polite and friendly."

Differentiated Instruction

Clarify the Text Help students understand why Bruh Rabbit and Bruh Bear go to talk to he Lion.

Beginning Read aloud the statements in To Sum Up on pages 52 and 53. **Ask:** *What is he Lion doing that scares the little animals? (yelling) What do Bruh Rabbit and Bruh Bear do to help the little animals? (They agree to talk to he Lion.)* Discuss with students what everyone wants he Lion to do. (*stop yelling*)

Intermediate Have partners read aloud the boxed text at the bottom of page 53. **Model** *I know Bruh Bear is asking he Lion a question because of the question mark at the end of his sentence.* **Ask:** *What does Bruh Bear ask he Lion? (to stop yelling in the morning so the small animals can eat and drink)*

Advanced/Advanced High Direct students to form groups of three to read the text in the second box. Ask students to restate the dialogue in their own words.

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Does he Lion have a high opinion of himself? (yes) Why do you think he Lion calls himself “king of the forest”? (He is bigger and louder than the other animals, so he thinks he is the greatest animal.)*

Content Vocabulary

Read aloud the word and definition of *scrawny*. Ask students to tell about a person or animal they know that is *scrawny*. **Model** *I’m thinking about an animal that is scrawny. My dog had six puppies. The smallest one was very scrawny. I thought it would always be little and skinny. But it ate so much that after two months, it was almost as big as the other puppies.*



Comprehension Check

Reread the boxed text at the top of the page. Underline he Lion’s reason for yelling all the time.

scrawny (skrô’nē) *adj.* very thin or small



Follow along as your teacher leads the class in reading the text aloud.

To Sum Up

- He Lion says he is king of the forest.
- Bruh Rabbit tells he Lion that Man is king of the forest.
- Bruh Rabbit says he will show Man to he Lion.

54

AND MYSELF. Me And Myself. Nobody tell me what not to do,” he said. “I’m the king of the forest, ME AND MYSELF.”

“Better had let me tell you somethin,” Bruh Rabbit said, “for I’ve seen Man, and I know him the real king of the forest.”

He Lion was quiet awhile. He looked straight through that *scrawny* lil Rabbit like he was nothin atall. He looked at Bruh Bear and figured he’d talk to him.

60 “You, Bear, you been around,” he Lion said.

“That’s true,” said old Bruh Bear. “I been about everywhere. I’ve been around the whole forest.”

“Then you must know somethin,” he Lion said.

“I know lots,” said Bruh Bear, slow and quiet-like.

“Tell me what you know about Man,” he Lion said. “He think him the king of the forest?”

“Well, now, I’ll tell you,” said Bruh Bear, “I been around, but I haven’t ever come across Man that I know of. Couldn’t tell you nothin about him.”

70 So he Lion had to turn back to Bruh Rabbit. He didn’t want to but he had to. “So what?” he said to that lil *scrawny* hare.

“Well, you got to come down from there if you want to see Man,” Bruh Rabbit said. “Come down from there and I’ll show you him.”

He Lion thought a minute, an hour, and a whole day. Then, the next day, he came on down.

He roared just once, “ME AND MYSELF. ME AND MYSELF. Now,” he said, “come show me Man.”

80 So they set out. He Lion, Bruh Bear, and Bruh Rabbit. They go along and they go along, rangin the forest.

Fluency

Expression and Intonation: Dialogue

Intermediate Tell students that they will be doing a choral reading of the dialogue on lines 61–80. Remind students to change their voices for different characters and to apply what they know about the character. Model reading the text at a moderate tempo, with a different voice for each character. Then have the entire group read aloud the passage together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Tell students that they will join you in a shared reading of the dialogue in the third box on this page. Direct students to follow along in their books as you model reading aloud the text, using a different voice for each character. Then reread the text, encouraging students to join in particularly expressive parts of the dialogue. Reread the text again, this time encouraging students to join you in reading as much of the text as they can.

Pretty soon, they come to a clearin. And playin in it is a little fellow about nine years old.

"Is that there Man?" asked he Lion.

"Why no, that one is called Will Be, but it sure is not Man," said Bruh Rabbit.

So they went along and they went along. Pretty soon, they come upon a shade tree. And sleepin under it is an old, olden fellow, about ninety years olden.

"There must lie Man," spoke he Lion. "I knew him wasn't gone be much."

"That's not Man," said Bruh Rabbit. "That fellow is Was Once. You'll know it when you see Man."

So they went on along. He Lion is gettin tired of strollin. So he roars, "ME AND MYSELF. ME AND MYSELF." Upsets Bear so that Bear doubles over and runs and climbs a tree.

"Come down from there," Bruh Rabbit tellin him. So after a while Bear comes down. He keepin his distance from he Lion, anyhow. And they set out some more. Goin along quiet and slow.

In a little while they come to a road. And comin on way down the road, Bruh Rabbit sees Man comin. Man about twenty-one years old. Big and strong, with a big gun over his shoulder.

"There!" Bruh Rabbit says. "See there, he Lion? There's Man. You better go meet him."

"I will," says he Lion. And he sticks out his chest and he roars, "ME AND MYSELF. ME AND MYSELF." All the way to Man he's roarin proud, "ME AND MYSELF, ME AND MYSELF!"

clearing (klēr' ing) *n.* land with no trees or bushes



Comparing Literature

Which character is the trickster? Check the correct answer.

- ☐ He Lion
☐ Bruh Bear
☒ Bruh Rabbit

To Sum Up

- He Lion, Bruh Bear, and Bruh Rabbit see a young boy and an old man.
- Then they see Man.
- He Lion roars at Man.

He Lion, Bruh Bear, and Bruh Rabbit

55

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *clearing*. Then read the first two sentences on the page. Explain that the phrase *little fellow* refers to a young boy. **Ask:** *Was the boy easy to see in the clearing? (yes) Why? (There were no trees or bushes in the way. The other characters could see the boy easily.)*

Comparing Literature

Remind students that a trickster is smarter than the other characters. **Model** *To figure out who the trickster is, I need to figure out which character is the smartest. I need to think about what the characters have said and done so far.* **Ask:** *Which character knows about Man, Bruh Bear or Bruh Rabbit? (Bruh Rabbit) Which characters don't know about Man? (he Lion and Bruh Bear) Let students talk about which of the three characters seems the smartest and why.*

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *thicket*.

Ask: *Why is a thicket a good place to hide?*
(There are lots of trees and bushes to hide behind.)

To Sum Up

Beginning

Have partners read all the To Sum Up statements from pages 54–56. Have them retell the story up to the second statement in To Sum Up on page 56. Provide the following sentence frames for students to complete.

Bruh Rabbit wants to show he Lion that _____. He Lion _____ when he sees Man. Man _____ at _____.

(Bruh Rabbit wants to show he Lion that Man is king of the forest. He Lion roars when he sees Man. Man shoots at he Lion.)

Ask students why things in the forest might get better after Man shoots at he Lion. Write their ideas on the board.

thicket (thik' it) *n.* land filled with bushes and trees



Zactly means “exactly” in this story.

To Sum Up

- Bruh Bear and Bruh Rabbit hide in a thicket.
- Man shoots at he Lion.
- He Lion no longer roars in the forest.

“Come on, Bruh Bear, let’s go!” Bruh Rabbit says.

“What for?” Bruh Bear wants to know.

“You better come on!” And Bruh Rabbit takes ahold of Bruh Bear and half drags him to a thicket. And there he makin the Bear hide with him.

For here comes Man. He sees old he Lion real good now. He drops to one knee and he takes aim with his big gun.

Old he Lion is roarin his head off: “ME AND MYSELF! ME AND MYSELF!”

The big gun goes off: PA-LOOM!

He Lion falls back hard on his tail.

The gun goes off again. PA-LOOM!

He Lion is flyin through the air. He lands in the thicket.

“Well, did you see Man?” asked Bruh Bear.

“I seen him,” said he Lion. “Man spoken to me unkind, and got a great long stick him keepin on his shoulder. Then

Man taken that stick down and him speakin real mean.

Thunderin at me and lightnin comin from that stick, awful bad. Made me sick. I had to turn around. And Man pointin that stick again and thunderin at me some more. So I come in here, cause it seem like him throwed some stickers at me each time it thunder, too.”

“So you’ve met Man, and you know **zactly** what that kind of him is,” says Bruh Rabbit.

“I surely do know that,” he Lion said back.

A while after he Lion met Man, things were some better in the forest. Bruh Bear knew what Man looked like so he could keep out of his way. That rabbit always did know to keep out of Man’s way.

The little animals could go out in the mornin because he Lion was more peaceable. He didn't walk around roarin at the top of his voice all the time. And when he Lion did lift that voice of his, it was like, "Me and Myself and Man. Me and Myself and Man." Like that.

Wasn't too loud at all.



Comparing Literature

He Lion yells, "Me and Myself and Man." What lesson did he Lion learn?

Check the correct answer.

- ☐ He is the only king of the forest.
- ☒ He and Man are equal.
- ☐ Bruh Bear is the king of the forest.

To Sum Up

- When he Lion roars it is not as loud as before.
- Now he Lion says "Me and Myself and Man."

He Lion, Bruh Bear, and Bruh Rabbit

57

Interactive Question-Response

Comparing Literature

If students have difficulty responding: **Model** *At the beginning of the story, he Lion says that he is the king of the forest. He also walks around yelling "ME AND MYSELF." At the end of the story, he Lion is saying, "Me and Myself and Man." I wonder why he Lion changes what he says. Let students discuss this question. Then they can return to answer the Literary Element.*

Differentiated Instruction

Clarify the Text Help students understand the conclusion of the story.

Beginning Read aloud the text in To Sum Up as students follow along. **Ask:** *Is Lion saying the same thing now as at the beginning of the story? (no)* If necessary, have students turn back to To Sum Up on page 52 and reread the first statement. Guide them to realize he Lion has added "Man" to his yell.

Intermediate Ask students to identify the statement that says that he Lion has changed. (*He Lion was more peaceable.*) Encourage them to talk about the three differences between he Lion's roar at the beginning of the story and at the end of the story. (*He doesn't roar as often; he doesn't roar as loudly; he adds "Man" to his yell*)

Advanced/Advanced High Have students pair up to discuss this question: *Did Bruh Rabbit trick he Lion?* Students should be able to explain their answer to the rest of the class.

The Toad and the Donkey

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *ridiculous*. **Ask:** *What is ridiculous about a toad and a donkey racing? (A donkey is much bigger and can move much faster than a toad. A race between them would not be fair.)*

Comprehension Check

Have students identify the words in the text that support their answer. (*But since Brother Spider always had good prizes. . . , he agreed.*)

When students encounter colloquial or informal words in the text, discuss with them ways to say the same thing using more formal language. Direct students to line 5 on page 58. Explain to them the word “dude” is slang, or informal language, for “man” or “fellow.” Have students share examples of how they could use each of these words in a sentence and explain for what types of situations (with friends, with teachers, in formal writing) each word would be appropriate.

ridiculous (rə dik' yə ləs) *adj.* silly, easy to laugh at



Comprehension Check

Why does Donkey agree to race Toad? Check one.

- ☐ He needs to prove he is best.
- ☒ Brother Spider has good prizes.
- ☐ He wants to teach Toad a lesson.

Trickified means that Donkey thinks someone is trying to trick him.

To Sum Up

- Brother Spider asks Donkey and Toad to have a race.
- Donkey knows he is the fastest, but agrees to race.

58

One day Brother Spider didn't have nothing better to do so he asked ole Toad and ole Donkey to have a race across the island.

The donkey said, “What? You want me, the fastest dude around here, to race that little old hop frog. I've got a reputation, you know.”

And the toad said, “Never mind all that, Big Mouth—let's race.”

The donkey thought to himself, this is ridiculous.

10 But since Brother Spider always had good prizes (Brother Spider was a terrific thief), he agreed.

“O.K.,” said Spider. “The only rule is that Brother Donkey has to howl every mile so we can know where you all are.”

Toad says, “Fine with me. Let's set the race for Saturday.”

“Oh no,” says Donkey, for he suspected something

trickified. “Tomorrow morning.”

So Toad went home for dinner and put it to the family like so: “Listen here, we spread out along the path in the bushes, then at every milepost when Mr. Donkey howls out, one of you steps out and howls too.” So they each packed a little breakfast of gungo peas and sweet potato bread and bakes all wrapped up in tanya leaves and took up their positions along the road.

milepost

Differentiated Instruction

Clarify the Text Help students understand that the race might be a trick.

Beginning Show pictures of a toad and a donkey. **Ask:** *Which animal do you think is faster? Which do you think will win a race? (the donkey)*

Intermediate Have partners read aloud the boxed text on page 54. **Ask:** *Does it sound as if Toad is afraid of racing Donkey? (no) How do you know? (Toad says, “Never mind all that, Big Mouth—let's race.”)*

Advanced/Advanced High Have students identify the first clue that Toad might be the trickster in this tale. (*Donkey “suspected something trickified.”*)

So the race began. And Spider lit a cigar and lay back. Brother Donkey took off at a light trot, his tail stuck up in the air to match his nose, stopping every now and then to stick his face through somebody's fence to munch on some grass. And when he got to the first milepost, he sang out, "La, la, la. Here I am. Where are you? Ha, ha."

And way in front of him Uncle Julius Toad sang back, "Up here. La, la, la," and licked his fingers.

Which really surprised Donkey. So he cut out the grass eating and got a move on. But then he passed a well and decided he had time for a drink, for how much hopping can a toad do. And at the next post he sang out, "Tra, la, la. Here I am. Where are you?"

And way up ahead Aunt Minnie Toad sang back, "Up here. Ha, ha."

By the fifth post, Donkey started getting a little

30

trot (trot) *n.* a fast walk



Look at the picture and read the definition. Write a sentence using the word.

40

REFLECT

Compare and Contrast

Compare and contrast the trickster characters in these two folktales. How are Bruh Rabbit and Toad the same? How are they different?

Possible answer: They are both smarter than the other characters. They both teach the other characters a lesson. Toad does not have a reason to trick Donkey. Bruh Rabbit is trying to teach he Lion a lesson.



Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

To Sum Up

- Toad tricks Donkey by having a family member at every milepost.

The Toad and the Donkey

59

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *trot*. **Ask:** What other animals trot? (horses, mules, dogs) Can a toad trot? (no) How does a toad move? (It hops.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** Bruh Rabbit and Toad are tricksters. Bruh Rabbit outsmarts he Lion, and Toad outsmarts Donkey. But they have different reasons for tricking the other character. Write the following sentence frames on the board to help students organize their thoughts.

Toad and Bruh Rabbit are both _____. (smart)

Toad tricks Donkey because _____. (he wants to win the race)

Bruh Rabbit tricks he Lion _____. (to teach him a lesson)

English Language Learning Strategies Remind students that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage students to show and/or draw how Bruh Rabbit and Toad are the same and how they are different.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *galloping*.

Ask: Which is faster, *galloping* or *trotting*? (*galloping*) Why is the donkey galloping? (He is worried he will lose the race if he doesn't move faster.) Then have a student read the sentence containing the word *stubborn*. (line 51) **Ask:** If a donkey is *stubborn* about running, would it be easy or hard to make it run? (*hard*)

Comparing Literature

If students have difficulty responding, **Ask:** When the race started, who did Donkey think would win? (He thought he would win.) Who is going to win? (Toad) How does Donkey feel about losing the race? (He is sad.) Do you think Donkey wants to lose another race? (*no*)

galloping (gal' əp ɪŋ) *v.* running very fast



Comparing Literature

Underline the reason that Donkey will not race again.

stubborn (stub' ərn) *adj.* refusing to change your opinion or action



worried so he slashed himself with his tail like a horsewhip and started galloping. But Cousins Emery, Walter and Cecil Toad were on the case. And it's the same story each time. "Tra la la, I'm up the road ahead of you, Donkey."

And Donkey began to get sad in his mind when he realized he was not going to beat Toad. And he decided before he even got to the finish line that he would never race again. And donkeys have been kind of stubborn about running ever since.

To Sum Up

- Donkey decides not to race again because he thinks he is losing.
- Toad's tricks have made Donkey stubborn about running.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about the Lion. How would you describe him?
2. What problem do the small animals have with the Lion?
3. Who tricked the Lion into meeting Man? What happened when the Lion and Man met?
4. What kind of contest did Donkey and Toad have?
5. Who played a trick on whom during the contest? How did the contest end?

Vocabulary Check

C. Advanced/Advanced High

Review the words in the word bank. Read aloud the first two sentences in the paragraph. Encourage students to identify the correct word to fill in the blank. Read the sentence aloud again and have students determine if the sentence makes sense with the word they chose. If students are having trouble, ask questions to help determine the correct word. For example, you could **ask**: *What word in the list has a meaning similar to tiny and could describe a rabbit?*

A. Label each picture with the correct vocabulary word.

gallop scrawny thicket trot



1. thicket



2. trot



3. scrawny



4. gallop

B. Check the phrase that is the best example of the vocabulary word.

5. **proud**

- ☐ a person who never wins
☒ a person who always wins

7. **ridiculous**

- ☐ a situation that is serious
☒ a situation that is silly

6. **galloping**

- ☐ a horse standing still
☒ a horse that is running

8. **stubborn**

- ☐ doing what you are told to do
☒ not doing what you are told to do

C. Think about the meanings of the vocabulary words below. Then use the words to complete the paragraph.

clearing distance scrawny thicket

Diego and Marta went for a walk in the forest. They saw a tiny, scrawny rabbit disappear through some bushes into a thicket of trees. When Diego and Marta followed the trail out of the forest, they reached a clearing where they could see for miles. They saw the rabbit again when they stopped to rest. The rabbit had covered the same great distance as Diego and Marta, but it didn't look tired!

Grammar Link

BLM

Present Perfect Tense of *Be*: *For* and *Since*

Prepare students to complete the activity master on page A10. Read the grammar instruction with students, and complete the first item with them to help them get started.

For more practice, have students write a short folktale about a trickster. Remind them to use the newly learned present perfect tense of *be* correctly. When students have finished, have them exchange their folktales with a partner and edit each other's work for appropriate verb tenses.

Comprehension Check

C. Advanced/Advanced High

Explain that students should compare and contrast how the characters feel and act in the stories and how they respond to events in the stories. Encourage students to return to the text for details.

After Reading Have students complete the after reading activity on page 235.

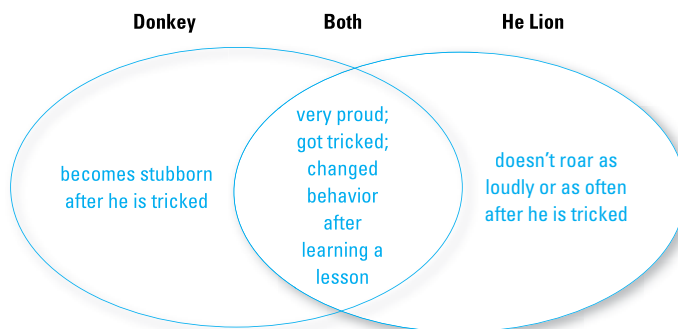
Comprehension Check

A. Circle two words that describe each character.

1. **He Lion** nice loud mean
2. **Donkey** stubborn funny fast

B. Compare and contrast Donkey and he Lion.

How are they alike? How are they different?



C. Think about the characters in the two folktales.

Answer each question with the name of a character.

3. Who had a problem with he Lion's roaring? the little animals
4. Who had been around a long time and was big, but not very brave? Bruh Bear
5. Who was the trickster in "He Lion, Bruh Bear, and Bruh Rabbit"? Bruh Rabbit
6. Who was tricked in "He Lion, Bruh Bear, and Bruh Rabbit"? he Lion
7. Who was the trickster in "The Toad and the Donkey"? Toad
8. Who helped the trickster in "The Toad and the Donkey"? Toad's family
9. Who had good prizes in "The Toad and the Donkey"? Brother Spider
10. Who became stubborn after he was tricked? Donkey

For more practice, see page 235.

Writing Link

Summary

Students should write a summary of one of the folktales. Have students work in small groups to list the main events of the story. Students should also restate the lesson or the outcome of the story. Students can refer to the list as they work individually on writing their summaries. Encourage students to read their summaries aloud to the class.



6.4 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

Same Song

and

Maestro

by Pat Mora

Same Song and Maestro

63

Oral Language

Build Background

Read the titles and author. Explain that students will read “Same Song” and “Maestro” by Pat Mora. **Ask:**

- What do you think *same song* means? (*songs that are alike*)
- *Maestro* is an Italian word. Who knows what *maestro* means? (*master of music*)

Talk About the Poems

Explain to students that the first poem is about a brother and sister who look in the mirror. The second poem is about a man who makes music.

Beginning Act like you are looking in a mirror, first frowning and then smiling. **Ask:** *Do you smile or frown when look at yourself in the mirror? (smile/frown)*

Intermediate Ask students to think about who they see when they look in the mirror. Provide a sentence frame: **Model** *When I look in the mirror, I see a teacher who likes to make funny faces.*

When I look in the mirror, I see _____. (a good student, a soccer player, someone smiling)

Advanced/Advanced High Ask students if they have ever tried to change their appearance. **Model** *When I interviewed for my first job, I wore the nicest clothes I had.* Have students talk with a partner about why people worry about their appearance.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poems

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *st* and *str*

Literary Element

- Alliteration and Assonance

Writing Link

- Poem

Grammar Link

- *While* and *When* with Past Time Clauses BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poems

Read aloud Connect to the Poems. Reproduce the chart on the board. **Model** *On the outside, I dress like an adult. People may think that I'm always serious. On the inside, I sometimes still feel like a child. People do not see that I still like to laugh and play games like I did when I was a child.* Model writing your responses on the chart, and have volunteers suggest other responses. Then have individuals complete their own charts.

Literary Element Alliteration and Assonance

Read aloud the Literary Element. **Model** *When I hear the sentence "The hungry hippo wore a heavy hat," I notice that the sound of the consonant h is repeated at the beginning of the words hungry, hippo, heavy, and hat. This is an example of alliteration. When I hear the sentence "Three sheep lean on a clean sheet" I notice that the vowel sound /ē/ is repeated in the words three, sheep, lean, clean, and sheet. This is an example of assonance.* Have students discuss how alliteration and assonance might make a poem sound more interesting.

Connect to the Poems

Do you worry about the way you look? Does what you look like make you who you are? Think about the people and things that make you who you are.

With a partner, talk about which is more important: who you are on the inside, or what you look like on the outside. Compare how you feel inside and how you look outside in the chart below. Then share your thoughts with the class.

Inside	Outside
Possible answers: I feel happy. I feel sad. I feel tired.	Possible answers: the way I dress; the color of my hair; how friendly or unfriendly I look

Literary Element Alliteration and Assonance

Alliteration is when you repeat consonant sounds at the beginning of words. For example: *The hungry hippo wore a heavy hat.*

Assonance is when you repeat the same vowel sounds in a line of poetry. For example: *Three sheep lean on a clean sheet.*

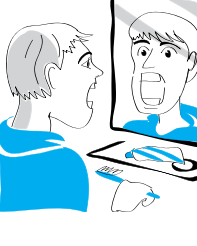
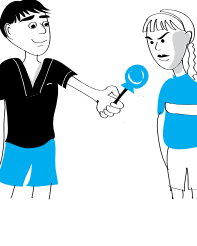
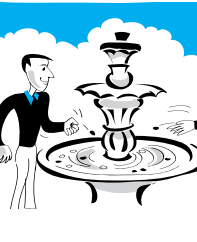
Authors use alliteration and assonance to

- bring a reader's attention to a certain part of the poem.
- make the poem sound more interesting.
- create a certain tone or mood.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary stumbles (stum' balz) v. walks in an unsteady way <i>Tina stumbles when she wears her high-heeled shoes.</i> 	peers (pērz) v. looks hard and closely at something <i>Every morning he peers at his teeth in the mirror.</i> 	frowns (frounz) v. looks unhappy or upset <i>I always try to cheer up my friend when she frowns.</i> 	expanding (iks pand' ing) v. making larger <i>The balloon is expanding as we fill it with air.</i> > Cognate (Spanish) expandirse 
strummed (strumd) v. to play a musical instrument that has strings <i>He strummed a song on his guitar.</i> 	melody (mel' ə dē) n. a tune <i>The song has a beautiful melody.</i> > Cognate (Spanish) melodía 	cast (kast) v. to throw <i>They cast pennies into the water for luck.</i> 	snare (snār) v. to catch, like in a trap <i>We will try to snare fish from the pond. We will use nets.</i> 

For more practice, see page 236.

Same Song and Maestro

65

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When a person **stumbles**, he trips when he walks. **Example:** The man *stumbles* because his new shoes are too big. **Ask:** Describe what it looks like when someone stumbles. **DESCRIPTION**

If someone **peers**, he or she looks closely. *The girl peers at the fish in the tank.* What is another word for **peers**? **SYNONYM**

When a person **frowns**, the person makes an unhappy face. *The little boy frowns when he eats food he does not like.* What is the opposite of **frowns**? **ANTONYM**

An **expanding** object is growing larger. *The bag is expanding as I put more things in it.* What is the opposite of **expanding**? **ANTONYM**

When a guitar is **strummed**, the strings are played. *The girl sang and strummed her guitar.* Describe what it might look like when the girl strummed the guitar. **DESCRIPTION**

A **melody** is the group of sounds that make up a song. *He whistled the melody of a song while he worked.* What is another word for **melody**? **SYNONYM**

When people **cast** something, they throw it. *The women cast their fishing lines into the river.* Give another example of something that is cast. **EXAMPLE**

When you **snare** something, you catch it. *Brett used a jar to snare the bug.* What would you do if you wanted to snare something? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 236.

Phonics

Consonant Clusters with *st* and *str*

Tell students they are going to practice the initial consonant cluster *st* and *str*. Explain that consonants are clustered, but each consonant keeps its own sound. Ask students to find a content vocabulary word with the consonant cluster *st* at the beginning of the word (*stumbles*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /s/ and /t/. Then have students say the word. Ask a volunteer to find the vocabulary word with the initial consonant cluster *str* (*strummed*). Have students show one, two, and three fingers when they hear /s/, /t/, and /r/ as you say the word aloud.

Ask students to find words with the initial consonant cluster *st* and *str* on pages 66 (*stumbles, strokes*) and page 67 (*stage, strummed, strings*). Briefly explain their meanings, and have students repeat them.

Interactive Question-Response

Content Vocabulary

Remind students of the definitions of *stumbles*, *peers*, and *frowns*. Have a student read aloud the first box of text. **Ask:** *Who stumbles? (the speaker's daughter) Why do you think she stumbles? (because she is sleepy)* Then have a student read aloud line 10 of the poem. **Ask:** *Who peers? (the daughter) What is she doing if she is peering in the mirror? (She is looking closely at her reflection.)* Then have a student read aloud line 11 of the poem. **Ask:** *Why does the daughter frown when she peers in the mirror? (because she does not like the way she looks)* Continue with expanding.

Literary Element Alliteration and Assonance

If students have difficulty responding: **Model** *When I read aloud the first line of the poem, I hear that the consonant sound /s/ repeats in the words sixteen, son, and sleeps. I know that alliteration is when the author repeats the same consonant sound.*

Academic Vocabulary

Explain to students that when they find meaning in a poem, they are **interpreting** the poem. **Model** *When I read "Same Song," I try to understand why the daughter and son worry about their looks. I might interpret their actions as a sign that they think appearance is the most important thing. Interpreting helps me understand why the author chooses to describe these actions.*

Explain that the word *interpret* has other meanings as well. When someone speaks another language, they might have someone interpret what they want to say. **Model** *My grandmother does not speak English, so I had to interpret what my friend was saying to her.* **Ask:** *What do you think the word interpret means in that sentence? (It means to translate from one language to the other.)* Have students discuss the difference between the two meanings.

Same Song



Literary Element

Alliteration and Assonance

Underline words in lines 1–12 that are examples of alliteration.

While my sixteen-year-old son sleeps,
my twelve-year-old daughter
stumbles into the bathroom at six a.m.
plugs in the curling iron
5 squeezes into faded jeans
curls her hair carefully
strokes Aztec Blue¹ shadow on her eyelids
smooths Frosted Mauve² blusher³ on her cheeks
outlines her mouth in Neon Pink
10 peers into the mirror, mirror on the wall
frowns at her face, her eyes, her skin,
not fair.

At night this daughter
stumbles off to bed at nine
15 eyes half-shut while my son
jogs a mile in the cold dark
then lifts weights in the garage
curls and bench presses
expanding biceps, triceps, pectorals,⁴
20 one-handed push-ups, one hundred sit-ups
peers into that mirror, mirror and frowns too.

To Sum Up

- ▶ The speaker's daughter puts on makeup.
- ▶ She is not happy with the way she looks.
- ▶ The speaker's son spends a lot of time working on his body.
- ▶ He is not happy with the way he looks either.

1. **Aztec Blue** is a deep blue color.

2. **Frosted Mauve** is a color that is silver mixed with pale pink or purple.

3. **Blusher** is a kind of makeup. It is used to add color to the cheeks.

4. **Biceps**, **triceps**, and **pectorals** are muscles in the arms and chest. The **bicep** is the muscle in the front of the upper arm. The **tricep** is the muscle in the back of the upper arm. The **pectorals** are muscles in the upper chest.

English Language Learning Strategies

Model reading aloud to students the two complete stanzas on this page and have students follow along in their books. Remember to model self-corrective techniques on a regular basis as you read aloud to students. For example, pretend to make a mistake by saying in the second stanza, "At night this daughter stumbles out to bed at nine." Self-correct and explain your reasoning by thinking aloud: "I made a mistake. I said the word 'out' instead of 'off.' Let me read it again."

He hears her
when he bows.

Rows of hands clap
again and again he bows
to stage lights and upturned faces
but he hears only his mother's voice
years ago in their small home
singing Mexican songs
one phrase at a time

while his father strummed the guitar
or picked the melody with quick fingertips.
Both cast their music in the air
for him to snare with his strings,
songs of *lunas*¹ and *amor*²
learned bit by bit.

She'd nod, smile, as his bow slid
note to note, then the trio
*voz, guitarra, violín*³
would blend again and again
to the last pure note
sweet on the tongue.



Literary Element

Alliteration and Assonance
Reread line 11. What do you
think the assonance in this line
is supposed to sound like?

The assonance is a short "i"
sound. It sounds like someone
plucking guitar strings.

To Sum Up

- ▶ A musician finishes a performance.
- ▶ He is reminded of making music with his mother and father when he was a child.

Same Song and Maestro

67

- ¹ *Lunas* means "moons" in Spanish.
- ² *Amor* means "love" in Spanish.
- ³ The phrase *voz, guitarra, violín* means "voice, guitar, violin" in Spanish.

Interactive Question-Response

Literary Element Alliteration and Assonance

If students have difficulty responding: **Model** I know that assonance is when the author repeats the same vowel sound. When I read aloud line 11, I hear that the vowel sound /i/ repeats in the words picked, with, quick, and fingertips. **Ask:** What is the vowel sound that is repeated in line 11? (vowel /i/)

Content Vocabulary

Remind students of the definitions of *strummed*, *melody*, *cast*, and *snare*. Have a student read aloud line 10. **Ask:** What do you think it looked like when the father strummed the guitar? Have students gesture their answers. Then have a student read aloud line 11. **Ask:** Is a melody a musical instrument? (no) What does it mean "to pick a melody"? (to play a tune) Then have a student read aloud line 12. **Model** The poem says that the parents cast their music into the air. I remember that cast means the same as throw. So, the speaker of the poem is saying that the parents are playing music like they are throwing their music in the air. Finally, have a student read aloud lines 12 and 13. **Ask:** When the parents cast their music into the air, what do they want their son to do? (They want him to snare it with his violin.) Discuss what it might mean to snare a melody with a violin.

Differentiated Instruction

Clarify the Text Help students understand that the maestro is remembering his childhood.

Beginning Read aloud the statements in the To Sum Up box. **Ask:** What does the musician think about after he finishes his performance: the audience or his parents? (his parents) If students have difficulty responding, read aloud the second bullet.

Intermediate Have partners read aloud the boxed text on page 67. Then have them complete these sentence frames: When the audience claps, the maestro hears _____. (his mother's voice.) He thinks of his mother because _____. (she taught him to play music)

Advanced/Advanced High Explain that the maestro remembers learning to play the violin as a child. Encourage students to reread the text that shows the scene in which his mother and father teach (lines 10–15). Then have students restate these lines in their own words.

Vocabulary Check

A/B. Beginning/Intermediate

Read each question aloud. Encourage students to point to the picture that they circled. Then turn the question into a statement, and have students repeat as you point to the word and picture. For example: *Which picture shows something expanding? This picture shows something expanding.*

Comprehension Check

A/B. Beginning/Intermediate

If students have difficulty completing the first sentence: **Model** *I look back at the poem "Same Song" to remember what the son and daughter do when they look in the mirror. I see that they both frown when they look into the mirror. Since they frown, I know that they are unhappy with the way that they look. Continue with question 2.*

Writing Link

Poem

Students should think about at time when their appearance did not match what they felt inside. Have students freewrite for a few minutes about this experience. Then have students use words and phrases from their freewrite to make a draft of a poem. Encourage them to use alliteration and assonance to make the poem sound more interesting.

After Reading Have students complete the after reading activity on page 237.

Vocabulary Check

A/B. Circle the picture that best answers the question.

1. Which picture shows something **expanding**?

2. Which picture shows someone playing a **melody**?

3. Which picture shows someone who **frowns**?



C. Check the sentence that uses the vocabulary word correctly.

4. **cast**

☒ Mom told me to **cast** my fishing line into the lake.

☐ I had to **cast** my fishing line because it was caught in the tree.

5. **strummed**

☐ I **strummed** the drums with my hands.

☒ We listened as Julian **strummed** his guitar.

Comprehension Check

A/B. Think about "Same Song" and "Maestro." Then complete the sentences.

1. The son and daughter in "Same Song" are both unhappy with the way they look.

2. The maestro thinks about his mother singing and his father playing the guitar.

C. Think about the poems. Then answer the questions.

3. How does the daughter in "Same Song" try to make herself look better?

She curls her hair and puts on makeup.

4. What instrument did Maestro play with his parents?

He played the violin.

For more practice, see page 237.

Grammar Link

BLM

While and When with Past Time Clauses

Prepare students to complete the activity master on page A11. Read the grammar instruction with students, and complete the first item with them to help them get started.

6.4 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

I Dream a World



and by Langston Hughes

Life Doesn't Frighten Me

by Maya Angelou

I Dream a World and Life Doesn't Frighten Me 69

Oral Language

Build Background

Read the titles and names of the authors. Explain that students will read poems by two African-American authors, "I Dream a World" by Langston Hughes and "Life Doesn't Frighten Me" by Maya Angelou. **Ask:** Name something most people would want to see in a perfect world. (*no fighting, everybody getting along*) What are some things that frighten children? (*scary stories, noises, monsters*)

Talk About the Poems

Explain that these poems are about living in a world that has things you do not like.

Beginning Have students think about the things that used to frighten them or someone they know as a child. **Ask:** *What do children do when they are afraid?*

Intermediate Explain to students that the poems talk about both good things and bad things in life. Have students think about the parts of their world that are already good.

The good parts of my world are _____. (my family, my dog, my friends)

Advanced/Advanced High Help students generate a list of things that they now like, but were once scary to them. Have students discuss things that were scary to them when they were little but are not now.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poems

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *sc*

Literary Element

- Rhyme

Writing Link

- Song

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poems

Read aloud the Connect to the Poems. Reproduce the web on the board. **Model** *In my perfect world, everyone would have enough food to eat and clean water to drink. People would treat each other fairly, and everyone would respect nature.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals fill in their own webs.

Literary Element Rhyme

Read aloud the Literary Element. Write several pairs of words on the board, some that rhyme and some that do not rhyme. Have students read each pair of words aloud with you. **Ask:** *Do these words sound alike? (yes/no) Do these words rhyme? (yes/no)* Help students identify the similar sounds in the rhyming words.

Write the following poem on the board and read it aloud:

Roses are red.

Violets are blue.

I like reading poems,

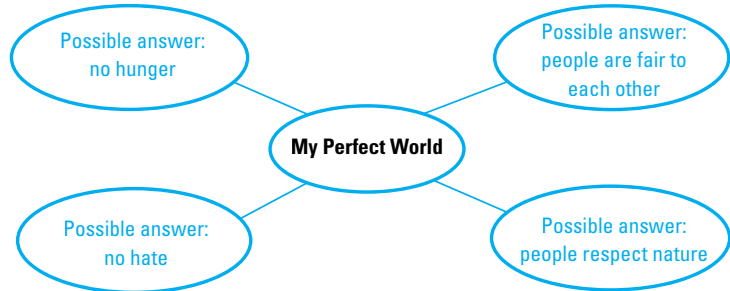
and so will you.

Ask: *Which words in the poem rhyme? (blue, you)* Help students decipher the rhyme scheme of the poem. (*abcb*)

Connect to the Poems

Imagine you could create the perfect world. What would it look like? Who would be in it?

Use the web below to think about your perfect world. In the outer ovals, write words and phrases that show what you want in your world.



Literary Element Rhyme

What do you notice about the words *sing* and *ring*? They end with the same sound. When words appear near each other and repeat the same sounds, they **rhyme**. In a poem, when the words at the ends of lines rhyme, it is called **end rhyme**.

The **rhyme scheme** of a poem is the pattern made by its end rhyme. You can mark a rhyme scheme with different letters to show which words rhyme. For example:

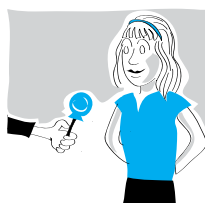
Twinkle, twinkle, little star (a)
How I wonder what you are (a)
Up above the world so high (b)
Like a diamond in the sky (b)

Rhyme can make a poem sound like music. It can also make the words easier to remember.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
scorn (skörn) v. to think of as bad or not wanted I am afraid that the teacher will scorn my painting. 	peace (pēs) n. calm or quiet state After a long war, her country finally had peace. 	greed (grēd) n. the selfish wish for more than you need The king's greed for gold was so great that he started a war. 	attends (ə tendz') v. takes care of A good nurse attends to her patients with care. ➤ Cognate (Spanish) atender 
shadows (shad' ōz) n. dark shapes, created when something blocks light I put my hands in front of the lamp to make shadows on the wall. 	frighten (frit' ən) v. to make afraid Snakes frighten me. 	strangers (strän' jərz) n. people or things you do not know My parents told me not to take candy from strangers. 	scream (skrēm) n. a sudden, sharp, loud cry He let out a loud scream when he saw the rats. 

For more practice, see page 238.

I Dream a World and Life Doesn't Frighten Me

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When you **scorn** something, you really dislike it. **Example:** Some people **scorn** cold weather, but I like it. **Ask:** How is **scorn** like **hate**?
SYNONYM

A time of **peace** is a time without fighting. *There was peace in our house when I stopped fighting with my brother.* What is the opposite of **peace**?
ANTONYM

A person who feels **greed** wants more than he or she needs. *A child shows greed when he wants other people's toys.* What story characters do you know who show greed? **EXAMPLE**

If someone **attends** to you, he or she takes care of you. *My mother attends to me when I am sick.* How could you attend to a friend who felt sad?
DESCRIPTION

Shadows are dark shapes made when someone or something blocks the light. *The tree made a shadow on my window.* Do we see shadows when the sun is shining or when it is dark?
EXPLANATION

If things **frighten** you, they scare you. *Loud noises frighten me.* What is another word for **frighten**?
SYNONYM

Strangers are people you do not know. *When I first moved here, all my neighbors were strangers. Now, I know all of my neighbors.* What is the opposite of **strangers**? **ANTONYM**

A **scream** is a loud, sharp cry. *The dog's bark scared me, and I let out a scream.* How is yell different from **scream**? How is it the same?
COMPARE AND CONTRAST

Vocabulary Practice Have students complete the vocabulary practice activity on p. 238.

Phonics

Consonant Clusters with sc

Tell students they are going to practice consonant cluster **sc**. Tell them that the consonants are clustered, but each consonant keeps its own sound. The **s** keeps its /s/ sound and the **c** keeps its /k/ sound. Ask students to find vocabulary words with the consonant cluster **sc** at the beginning of the word (**scorn**, **scream**). Slowly pronounce the words, and have students show one and two fingers, respectively, when they hear /s/ and /k/. Then have students say the words.

Have students look for words in the dictionary with the consonant cluster **sc** at the beginning of the word. Write on the board some of the words that students find. Then explain their meanings and pronounce them with students.

I Dream a World



Interactive Question-Response

Content Vocabulary

Remind students of definitions of *scorn*, *peace*, *greed*, and *attends*. Focus students on the first two lines. **Ask:** *In a perfect world, will people scorn each other? (no)* Then focus students on lines 3 and 4. **Ask:** *What word in line 3 has a meaning similar to peace? (love)* Then read aloud lines 7 and 8. **Ask:** *What problems does greed cause according to the poem? (It saps the soul.)* Finally, read aloud the last three lines. **Ask:** *What does he mean when he says joy attends our needs? (Joy takes care of us.)*

Literary Element Rhyme

If students have difficulty responding: **Model** / *I need to find examples of end rhyme. I know end rhyme means the last words in the lines will sound similar. I will read aloud the last word in each line and listen for words that sound alike.* **Ask:** *Does scorn rhyme with man? (no) Do man and earth sound alike? (no) Do scorn and adorn sound similar? (yes)*

Comprehension Check

Ask students to share their answers. **Ask:** *What do you think is the most important thing the poet would change about the world?*



Literary Element

Rhyme Underline the examples of end rhyme in the poem.



Comprehension Check

What is the message of the poem? Check the correct answer.

- ☐ The speaker wants the world to end.
- ☒ The speaker dreams of a world where everything is peaceful.
- ☐ The speaker is happy with the world the way it is.

To Sum Up

- The speaker dreams about a better world.
- He imagines that people of all races will be happy together.

72

I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn.
5 I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice¹ blights² our day.
10 A world I dream where black or white,
Whatever race you be,
Will share the bounties³ of the earth
And every man is free,
Where wretchedness⁴ will hang its head
And joy, like a pearl,
15 Attends the needs of all mankind —
Of such I dream, my world!

1. **Avarice** means "greed, or a great desire for money."

2. **Blights** means "spoils or ruins."

3. **Bounties** are generous gifts.

4. **Wretchedness** is when you are very, very unhappy.

Differentiated Instruction

Clarify the Text Help students understand Langston Hughes's dream.

Beginning Have students reread both bullets in the To Sum Up box. **Ask:** *In the real world, are people of all races happy together? (yes/no) Would the world be a better place if they were happy together? (yes/no)*

Intermediate Check students' comprehension. **Ask:** *In Langston Hughes's dream, who will be free? (everyone) What will happen to greed? (It will go away.)* If students have trouble responding, point out specific lines in the poem and help students identify the text that will help them respond.

Advanced/Advanced High Help students summarize the main ideas in the poem. As a class, write a list of the most important characteristics of Hughes's perfect world.

Life Doesn't Frighten Me

Shadows on the wall a
 Noises down the hall a
 Life doesn't frighten me at all a
 Bad dogs barking loud b
 Big ghosts in a cloud b
 Life doesn't frighten me at all. a

Mean old Mother Goose¹ c
 Lions on the loose c
 They don't frighten me at all a
 Dragons breathing flame d
 On my counterpane² d
 That doesn't frighten me at all a

I go boo e
 Make them shoo e
 I make fun f
 Way they run f
 I won't cry g
 So they fly g
 I just smile h
 They go wild h
 Life doesn't frighten me at all. a

Tough guys in a fight i
 All alone at night i
 Life doesn't frighten me at all. a



Literary Element

Rhyme There are many different rhymes in the poem. Label the lines to understand the rhyme scheme.

5

10

15

20

To Sum Up

- The speaker describes many things that could be scary.
- She says that life does not scare her.

1. Many English nursery rhymes name **Mother Goose** as their author. No one knows who Mother Goose is or where the name comes from.
 2. A **counterpane** is a bedspread or quilt.

Interactive Question-Response

Content Vocabulary

Remind students of the definitions of *shadow* and *frighten*. Have a volunteer read the first three lines of the poem. **Ask:** *What would make a shadow on a wall?* **Ask:** *Have you ever seen a shadow frighten someone?*

Literary Element Rhyme

If students have difficulty responding reproduce the poem on the board. **Ask:** *What letter should I write after the first line? (a) Now I'm going to read the last word of the second line. Do "wall" and "hall" rhyme? (yes) Then I will write another a beside "hall."* Continue through the whole poem.

Academic Vocabulary

Explain to students that **contrasting** means revealing how things are different. In "I Dream a World," Langston Hughes is *contrasting* the way the world is with the way he wants it to be. Explain to students that the poet thinks the real world is the opposite of perfect. **Ask:** *What is Maya Angelou contrasting in "Life Doesn't Frighten Me"? (how she is supposed to feel with how she really feels)*

Interactive Question-Response

Content Vocabulary

Remind students of the definitions of *strangers* and *scream*. Read aloud the first two lines on the top of the page. **Model** *When I was in a new class, my classmates were all strangers. Later, they became friends.* **Ask:** *Do you remember meeting someone who was a stranger and later became a friend?* Then read aloud lines 33 and 34. **Ask:** *Would you scream if you saw a frog or a snake? (yes/no)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Do you think the speaker is really not frightened, or is she just pretending? (She might be pretending.) Have you ever said that you were not scared even when you were? (yes/no)*

To Sum Up

Beginning

Have students work in pairs to read aloud the To Sum Up boxes on pages 73 and 74. Have students summarize the poem by completing the following sentence frames:

The speaker is not scared of ____.
The speaker only gets scared when she ____.
A ____ stops her from being scared.

(The speaker is not scared of life. The speaker only gets scared when she dreams. A magic charm stops her from being scared.)



Comprehension Check

Underline the line or lines that tell you when the speaker says she gets scared.

25 Panthers in the park
 Strangers in the dark
 No, they don't frighten me at all.
 That new classroom where
 Boys all pull my hair
 30 (Kissy little girls
 With their hair in curls)
 They don't frighten me at all.

Don't show me frogs and snakes
 And listen for my scream,
 35 If I'm afraid at all
It's only in my dreams.

I've got a magic charm
 That I keep up my sleeve,
 I can walk the ocean floor
 40 And never have to breathe.

Life doesn't frighten me at all
 Not at all
 Not at all.
 Life doesn't frighten me at all.

To Sum Up

- ▶ The speaker says she only gets scared in her dreams.
- ▶ She has a magic charm to keep her from being frightened.

Vocabulary Check

A. Look at the pictures below. Then write the letter of the correct picture to answer each question.



1. Which picture shows a person who **scorns** another person? b
2. Which picture shows something that would make a person **scream**? a
3. Which picture shows a person who **attends** to another person? c

B. Replace each underlined phrase with a word.

attends

greed

shadows

strangers

4. Elmer's desire for more left the rest of us with no candy. greed
5. Before we played soccer together, we were people who had never met. strangers
6. The shapes made by the shade of the men were dancing on the ground. shadows
7. Juan's mother takes care of him when he is sick. attends

C. Circle the letter of the word closest in meaning to the way each vocabulary word was used in the selection.

8. **frighten** a. pour b. scare c. dream
9. **peace** a. calm b. fear c. anger
10. **scream** a. whisper b. talk c. yell
11. **strangers** a. unknown people b. family c. frightening people

Vocabulary Check

A. Beginning

Read each question aloud. Encourage students to point to the correct answer. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which picture shows a person who scorns another person? This person scorns another person.*

Comprehension Check

B. Intermediate

Have students brainstorm a list of words that rhyme with *sky*. (*by, fly, high, lie, my, pie, sigh, tie, why*) Prompt them to try each word in the blank. Have them read the lines aloud to see if they make sense.

After Reading Have students complete the after reading activity on page 239.



Comprehension Check

A. Think about your perfect world. Draw a picture of it in the box below.

Possible answer: student will draw a picture of happy children playing together.

B. Complete each sentence with a word or phrase to complete the rhyme.

- I see the eagle in the sky
I wonder how he flies so high.
- My uncle wants to go to France
To eat good food and find romance, some pants.

C. Check the best answer to each question.

- In your own words, describe what the speaker wants in "I Dream a World."
Possible answer: The speaker wants a world where all kinds of people will live together as equals.
- Why is the speaker in "Life Doesn't Frighten Me" not afraid? Explain.
Possible answer: She is not frightened because she is able to laugh at things that are scary.

For more practice, see page 239.



Writing Link

Song

Students should think about a perfect world. Have students work in small groups to list key words and phrases that describe their perfect world. Challenge students to use these words to write a song. Tell students they may use the melody of a song they already know or they can make up a melody of their own. Work with students to match rhyming words and arrange them in an end rhyme scheme. Encourage students to perform their song for the class.



6.3.B Analyze the function of stylistic elements in classical literature from various cultures.

6.6 Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.



by Olivia E. Coolidge

Arachne 77

Oral Language

Build Background

Read the title and author. Explain that students will read Olivia E. Coolidge's retelling of "Arachne," a Greek myth. **Ask:** *What other parts of the world do myths come from? (Myths come from all parts of the world.)* Have students share myths that they know.

Talk About the Myth

Explain to students that the myth is about a young woman who thinks she is more skilled at weaving than the gods.

Beginning **Ask:** *Is there something you can do that makes you feel proud because you are good at it? (yes/no)* Have students gesture or describe the things that they are proud of.

Intermediate Explain that sometimes, people who are proud act in bad ways. Provide the following sentence frame for students to complete: *Sometimes, people are proud and think too highly of their own _____. (value or abilities)*

Advanced/Advanced High Explain that being proud can cause people to behave in good and bad ways. **Ask:** *What are some ways that proud people can help others? (Proud people can be good examples to others.)* **Ask:** *What are some ways that proud people can make things harder for others? (Proud people can take too much of something because they believe they deserve it.)*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Myth

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Literary Element

- Myth

Reading Strategy

- Make Generalizations About Plot

Phonics

- Long Vowel /ē/

Writing Link

- Character Sketch

Comprehension

- Graphic Organizer BLM

Grammar Link

- Commas before *and*, *but*, and *or* BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Myth

Read aloud Connect to the Myth. Provide students with an example. **Model** *I am a good swimmer. I enjoy swimming because I like being in and around water. Being a fast swimmer and skilled diver make me feel good about myself.* Ask students to think about what they are good at. Then read aloud the direction line. Tell students to write the answers to each question on the journal page.

Literary Element Myth

Read aloud the Literary Element. Explain that cultures around the world make up stories to explain their world.

Write the following natural occurrences on the board. Ask students to make up stories to explain each one. Provide the first one for students as an example.

Thunder (Example: *Giants in the clouds are arguing.*)

Lightning (Giants in the clouds are taking pictures.)

Daytime and Nighttime (the land eating up the sun and then spitting it out in the morning)

Reading Strategy Make Generalizations About Plot

Read aloud the Reading Strategy. Tell students that myths often teach similar lessons about life. Explain to students that making generalizations about something they read can help them understand the story better. **Model** *I have read more than one story with witches in them. Many times, a witch captures the heroes of a story. The heroes have to defeat the witch to become free again.* **Ask:** *What stories do you know with witches in them? (Hansel and Gretel, Wizard of Oz, Baba Yaga) How are these stories similar? (The main characters are caught by a witch, and they defeat her.)*

Connect to the Myth

What is an activity that you are good at and enjoy? It might be a sport, a hobby, or something else. Think about why you enjoy the activity. Write about it below.

Possible answer: I am good at soccer. I like to play soccer because it's outdoors and it's fun to play with my friends. I feel good about myself when I score goals.

Literary Element Myth

A **myth** is a traditional story. A myth might explain a belief or a custom. It might explain something about nature. Reading myths can help you understand other groups of people.

As you read, ask yourself, what lesson about life does this myth teach?

Reading Strategy Make Generalizations About Plot

A generalization is a statement that can fit many situations. When you **make generalizations about plot**, you read the story and say how the plot might be similar to plots in other stories. For example, if you read a myth about a god who solves problems on earth, you might **generalize** that this happens in most myths.

To make generalizations about plot, think about

- > what happens in the story.
- > other myths you have read that have similar plots.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

obscure (əb skyoor') *adj.* not well known
Not many people know about the **obscure** town in the story.

> Cognate (Spanish) **obscura(a)**

amid (ə mid') *prep.* in the middle of
Amid the shouts of the football fans, Amy read a book.

mortal (môrt' əl) *adj.* sure to die; human
All living things are **mortal** because someday they will die.

> Cognate (Spanish) **mortal**

obstinacy (ob' stə nə sē) *n.* state of not giving in to argument; stubbornness
Tom's **obstinacy** showed when he would not admit he was wrong.

> Cognate (Spanish) **obstinación**

descendants (di sen' dants) *n.* the people who come after a person in life, such as children and grandchildren
Maria and Julio say they are **descendants** of Pancho Villa.

> Cognate (Spanish) **descendientes**

Content Vocabulary

maiden (mād' ən) *n.* an unmarried woman or young girl
The main character of the fairy tale was a **maiden** with long hair.



loom (lōom) *n.* a machine for making cloth
The **loom** could make large pieces of cloth.



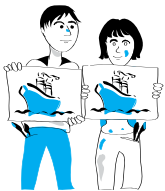
indignantly (in dig' nant lē) *adv.* in a way that shows anger at something unfair
The gardeners answered **indignantly** when asked if they had watered the plants.



compete (kəm pēt') *v.* to try to win a contest against others
The fastest swimmers **compete** in this race.
> Cognate (Spanish) **competir**



equal (ēk' wəl) *adj.* the same value, size, or rank
The artists were **equal** in their painting skills.
> Cognate (Spanish) **igual**



pattern (pat' ərn) *n.* design
The cloth has a **pattern** of blue and white squares.
> Cognate (Spanish) **patrón**



spectators (spek' tā tərz) *n.* people watching
The **spectators** cheered when the runners finished the race.
> Cognate (Spanish) **espectadores**



insult (in' sult) *n.* a rude or mean act or comment
Her joke was an **insult** to my family.
> Cognate (Spanish) **insulto**



For more practice, see page 240.

Arachne

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **obscure**, it is not well known. **Example:** Even the teacher had never read the *obscure* poem. **Ask:** What is the opposite of *obscure*? **ANTONYM**

The word **amid** means "in the middle of," or "surrounded by." *The cat slept amid the warm laundry.* Describe a time when you did something amid other activities. **DESCRIPTION**

All things that are born and die are **mortal**. *All human beings are mortal.* Give an example of something else that is mortal. **EXAMPLE**

Continue the process with *obstinacy* and *descendants*.

Content Vocabulary

A **maiden** is a young, unmarried woman. *The story "Cinderella" is about a maiden who lives with her stepmother and stepsisters.* Compare a *maiden* to a *mother*. How are they alike? How are they different? **COMPARE AND CONTRAST**

A **loom** is a machine used for weaving cloth. *My grandmother made a blanket on a loom.* Give an example of something else that is made on a loom. **EXAMPLE**

A person may act **indignantly** if they feel offended or insulted, or if they feel that something is unfair. *Luis answered indignantly when he was accused of cheating.* Describe a person saying or doing something indignantly. **DESCRIPTION**

Continue the process with *compete*, *equal*, *pattern*, *spectators*, and *insult*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 240.

Phonics

Long Vowel /ē/

Help students become familiar with the /ē/ sound, or the sound of long *e*. Ask students to find the vocabulary word that begins with a long *e* sound (*equal*). Slowly pronounce the word, and have students raise their hand when they hear the long *e* sound and lower their hand when the sound stops. Tell students that sometimes the long *e* sound can be made when the letter *e* is added to the end of a word. Ask students to find the vocabulary word that has a long *e* sound and ends with the letter *e* (*compete*). Then have students say the word.

Explain that the long *e* sound can also be spelled *ea*, *ee*, *y*, and *i_e*, as in *reach*, *seek*, *handy*, and *machine*. Have students find examples of the long *e* sound in the selection, and ask volunteers to write these words on the board. Then help students practice pronouncing each word.



Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *maiden*. Focus students' attention on the first sentence of the story. **Ask:** *Who is a maiden? (Arachne is a maiden.)* Read aloud the word and definition for *loom*. Have a student read the sentence in which *loom* appears. **Ask:** *What does Arachne use the loom for? (to make cloth out of wool)*

maiden (mād' ən) *n.* an unmarried woman or young girl



loom (lōōm) *n.* a machine for making cloth



Comprehension Check

Vocabulary Find the first sentence with the word *skillful* and read it. Find the context clues that explain what *skillful* means. Underline the words and phrases.

To Sum Up

- Arachne is a poor girl who lives in a small town.
- Arachne makes fine thread.
- She weaves the most beautiful cloth in Greece.

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Arachne was a maiden who became famous throughout Greece, though she was neither wellborn nor beautiful and came from no great city. She lived in an obscure little village, and her father was a humble dyer of wool. In this he was very skillful, producing many varied shades, while above all he was famous for the clear, bright scarlet which is made from shellfish, and which was the most glorious of all the colors used in ancient Greece. Even more skillful than her father was Arachne. It was her task to spin¹ the fleecy

10 wool into a fine, soft thread and to weave it into cloth on the high, standing loom within the cottage. Arachne was small and pale from much working. Her eyes were light and her hair was a dusty brown, yet she was quick and graceful, and her fingers, roughened as they were, went so fast that it was hard to follow their flickering movements. So soft and even was her thread, so fine her cloth, so gorgeous her embroidery, that soon her products were known all over Greece. No one had ever seen the like of them before.

At last Arachne's fame became so great that people

20 used to come from far and wide to watch her working. Even

Vocabulary

obscure (əb skyoor') *adj.* not well known

1. Here, **spin** means "to twist fibers into yarn or thread."

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A12.

the graceful nymphs would steal² in from stream or forest and peep shyly through the dark doorway, watching in wonder the white arms of Arachne as she stood at the



distaff

loom and threw the shuttle³ from hand to hand between the hanging threads, or drew out the long wool, fine as a hair, from the distaff as she sat spinning. "Surely Athene herself must have taught her," people would murmur to one another. "Who else could know the secret of such marvelous skill?"

Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her. Praise was all she lived for, and it displeased her greatly that people should think anyone, even a goddess, could teach her anything. Therefore when she heard them murmur, she would stop her work and turn round indignantly to say, "With my own ten fingers I gained this skill, and by hard practice from early morning till night. I never had time to stand looking as you people do while another maiden worked. Nor if I had, would I give Athene credit because the girl was more skillful than I. As for Athene's weaving, how could there be finer cloth or more beautiful embroidery than mine? If Athene herself were to come down and compete with me, she could do no better than I."

One day when Arachne turned round with such words, an old woman answered her, a gray old woman, bent and very poor, who stood leaning on a staff⁴ and peering at Arachne **amid** the crowd of onlookers. "Reckless girl," she

Background Information

Athene The Greek goddess of wisdom and of arts and crafts is named Athene, also spelled Athena.

How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of Athene.

indignantly (in dig' nant lē) *adv.* in a way that shows noble anger at something unfair



compete (kam pēt') *v.* to try to win a contest against others



To Sum Up

- People all over Greece say that Arachne is the best at weaving.
- People say that the goddess Athene taught Arachne how to weave.
- Arachne is angry and says she can weave better than any goddess.

Arachne

81

Interactive Question-Response

Background Information

Read aloud the background note. Then read the sentence in the text in which Athene's name appears. Ask students to think about what the people were saying about Arachne's skill. Explain that saying Athene, goddess of arts and crafts such as weaving, taught Arachne is similar to saying that Arachne is as skillful as a god.

Content Vocabulary

Have a student read the sentence containing the Content Word *indignantly*. **Ask:** *Why does Arachne speak so indignantly? (Arachne is upset because she wants to take full credit for her hard work.)* Have a student read aloud the word and definition of *compete*. **Ask:** *What does Arachne believe will happen if she and Athene compete? (Arachne believes that she will win.)*

Vocabulary

amid (ə mid') *prep.* in the middle of

2. Here, to **steal** is to move quietly so that no one sees you.

3. A **shuttle** is the part of a loom that moves thread back and forth.

4. A **staff** is a long stick carried in the hand to help with walking.

English Language Learning Strategies

Model reading aloud to students the complete paragraph on this page and have students follow along in their books. Remember to model self-corrective techniques on a regular basis as you read aloud to students. For example, pretend to make a mistake by saying in the last line of the paragraph, "If Athene herself were to come down and compete with me, she could do better than I." Self-correct and explain your reasoning by thinking aloud: "I made a mistake. I forgot the word 'no.' Let me read it again."

Interactive Question-Response

Content Vocabulary

Have a student read the word and the definition for *equal*. **Ask:** *Think about what Arachne said about her own abilities to weave, and think about what people were murmuring about her. How does Arachne claim to be equal to the gods? (Arachne says that Athene, a goddess, could not weave better than she can.)*

Literary Element Myth

If students are having difficulty responding:

Model *First, I look for clues that a goddess is present. The first clue is the old woman throws down her staff and stands straight up. The second clue is that the old woman stands tall, fair, and in long, dazzling robes. The old woman has changed into a younger woman. Only a goddess would be able to do something like that.*

To Sum Up

Beginning

Have students work in pairs to reread all the To Sum Up statements from the beginning of the story on page 80. Then have students decide together which three events are the most important so far. Provide the following sentence frame for students to complete:

The most important events are when ____, when ____, and when ____.

(The most important events are when Arachne says she can weave better than any goddess, when Athene comes to earth, and when Arachne and Athene begin a weaving contest.)

equal (äk' wäl) *adj.* the same value, size, or rank



Rest content means "be happy with."



Literary Element

Myth Underline the sentence where people know that a goddess has come to earth.

To Sum Up

- ▶ The goddess Athene comes to earth. She hears what Arachne has said about her.
- ▶ Arachne and Athene begin a contest to see who is the best weaver.

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said, "how dare you claim to be equal to the immortal gods themselves? I am an old woman and have seen much. Take my advice and ask pardon of Athene for your words.

Rest content with your fame of being the best spinner and weaver that **mortal** eyes have ever beheld."

"Stupid old woman," said Arachne indignantly, "who gave you a right to speak in this way to me? It is easy to see that you were never good for anything in your day, or you would not come here in poverty and rags to gaze at my skill. If Athene resents my words, let her answer them herself. I have challenged her to a contest, but she, of course, will not come. It is easy for the gods to avoid matching their skill with that of men."

At these words the old woman threw down her staff and stood erect. The wondering onlookers saw her grow tall and fair and stand clad in long robes of dazzling white. They were terribly afraid as they realized that they stood in the presence of Athene. Arachne herself flushed red for a moment, for she had never really believed that the goddess would hear her. Before the group that was gathered there she would not give in; so pressing her pale lips together in **obstinacy** and pride, she led the goddess to one of the great looms and set herself before the other. Without a word both began to thread the long woolen strands that hang from the rollers, and between which the shuttle moves back and forth. Many skeins⁵ lay heaped beside them to use, bleached white, and gold, and scarlet, and other shades, varied as the rainbow. Arachne had never thought of giving credit for her success to her father's skill in dyeing, though in actual truth the colors were as remarkable as the cloth itself.

Vocabulary

mortal (mört' əl) *adj.* sure to die; human
obstinacy (ob' sta nə sə) *n.* state of not giving in to argument

5. **Skeins** are coils of yarn or thread tied into bundles.

Differentiated Instruction

Clarify the Text Help students understand how Arachne shows excess pride and refuses to learn how to respect others.

Beginning Read aloud the last sentence of the Sum Up on page 81. **Ask:** *Do you think that it is wise for Arachne to say she can weave better than any goddess? (no) Why? (because the goddess could punish her)*

Intermediate Explain that Arachne has proven herself over and over as the best among mortals. But she has never seen a god try to do what she does. **Ask:** *Does Arachne respect the gods? (no) Why? (because she considers herself on the same level as the gods)*

Advanced/Advanced High Remind students that Arachne responds with a lot of pride when the people talk about her. Then point out that she answers angrily to the old woman. **Model** *Look at what happens after Athene reveals herself as a goddess. How does Arachne react to this event? (She is proud and leads Athene to a loom.)*

Soon there was no sound in the room but the breathing of the onlookers, the whirring of the shuttles, and the creaking of the wooden frames as each pressed the thread up into place or tightened the pegs by which the whole was held straight. The excited crowd in the doorway began to see that the skill of both in truth was very nearly equal, but that, however the cloth might turn out, the goddess was the quicker of the two. A pattern of many pictures was growing on her loom. There was a border of twined⁶ branches of the olive, Athene's favorite tree, while in the middle, figures began to appear. As they looked at the glowing colors, the spectators realized that Athene was weaving into her pattern a last warning to Arachne. The central figure was the goddess herself competing with Poseidon for possession of the city of Athens; but in the four corners were mortals who had tried to strive⁷ with gods and pictures of the awful fate that had overtaken them. The goddess ended a little before Arachne and stood back from her marvelous work to see what the maiden was doing.

6. **Twined** means "wrapped around each other."

7. Here, **strive** means "to battle, to fight against."

REFLECT

Make Generalizations About Plot

What lesson is this myth teaching?

Possible answers: Don't be too proud; don't brag about your skills; don't challenge the gods.



Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

pattern (pa' tərn) *n.* design



spectators (spek' tā tərz) *n.* people watching



Literary Element

Myth What was the warning Athene wove into her cloth? Check one.

- ☐ Only the gods can take over a city.
- ☐ Bad things happen to people who weave.
- ☒ Bad things happen to people who compete with the gods.

To Sum Up

- Arachne and Athene are almost equal. Athene is faster.
- Athene weaves a warning to Arachne into her cloth.

Arachne

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Interactive Question-Response

Content Vocabulary

Read aloud the word *pattern* and its definition. Encourage students to find a pattern on clothing, book covers, or other items in the classroom.

Ask: What is the pattern on Athene's cloth? (Her cloth shows a picture of herself with Poseidon and four mortals suffering because they strove against the gods.) Have a student read aloud the word and definition for *spectators*. **Ask:** What are the people watching? (Arachne and Athene's competition)

Literary Element Myth

If students have difficulty responding: **Model** The picture Athene was weaving showed herself in the center of the cloth fighting over the city of Athens with Poseidon, god of the sea. In each of the four corners, she wove mortals who dared to fight with the gods and the terrible things that happened to them as a result. **Ask:** How are these mortals similar to Arachne? (They challenged the gods.) What do you think will happen to Arachne? (Terrible things will happen to her.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** I know that Arachne is very talented but is also very proud of her work. She has offended a goddess. So far, Athene's cloth contains a warning to Arachne. She shows what happens to mortals who dare to compete with the gods. I think the lesson she is trying to teach Arachne is to be less proud and not to brag about her skill.

English Language Learning Strategies Remind students that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage students to show and/or draw what Arachne did to offend Athene and the warning that Athene has woven into her cloth.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** *Why was Arachne's cloth an insult to Athene? (Arachne's cloth showed the gods as evil beings.)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *What does this say about Athene? (That she is not worried about losing to Arachne.)*

Academic Vocabulary

Remind students that one of the main themes of this myth is that the abilities of humans are not **equal** to the abilities of the gods. Have pairs of students use context clues to guess the meaning of the word **equating** as it is used in the following sentence: *In spite of warnings, Arachne continued **equating** her weaving skills with the goddess Athene's skills.* Have students check their guesses in the dictionary.

When Arachne **stole glances** at Athene's weaving, she looked at it when no one else was watching her.

Work with a partner and try to use this expression in a sentence.

insult (in' sult) *n.* a rude or mean act or comment



Comprehension Check

Reread the boxed text. Underline the words that tell you how the goddess worked.

To Sum Up

- Arachne sees that Athene is faster.
- Arachne weaves pictures that show bad things the gods have done to people.
- The goddess Athene gets very angry.

84

Never before had Arachne been matched against anyone whose skill was equal, or even nearly equal to her own. As she **stole glances** from time to time at Athene and saw the goddess working swiftly, calmly, and always a little faster than herself, she became angry instead of frightened, and an evil thought came into her head. Thus as Athene stepped back a pace to watch Arachne finishing her work, she saw that the maiden had taken for her design a pattern of scenes which showed evil or unworthy actions of the gods, how they had deceived fair maidens, resorted to trickery, and appeared on earth from time to time in the form of poor and humble people. When the goddess saw this insult glowing in bright colors on Arachne's loom, she did not wait while the cloth was judged, but stepped forward, her grey eyes blazing with anger, and tore Arachne's work across. Then she struck Arachne across the face. Arachne stood there a moment, struggling with anger, fear, and pride. "I will not live under this insult," she cried, and seizing a rope from the wall, she made a noose and would have hanged herself.

The goddess touched the rope and touched the maiden. "Live on, wicked girl," she said. "Live on and spin, both you and your **descendants**. When men look at you they may remember that it is not wise to strive with Athene." At that the body of Arachne shriveled up, and her legs grew tiny, spindly, and distorted. There before the eyes of the spectators hung a little dusty brown spider on a slender thread.

Vocabulary

descendants (di sen' dants) *n.* the people who come after a person in life, such as children and grandchildren

Comprehension

BLM

To support students as they read the selection, have them finish the graphic organizer on page A12.

All spiders descend from **Arachne**, and as the Greeks watched them spinning their thread wonderfully fine, they remembered the contest with Athene and thought that it was not right for even the best of men to claim equality with the gods.

130

**Literary Element**

Myth What part of the natural world does this myth explain?

Possible answer: where

spiders came from and why

they spin webs

Background Information

Arachne The word *arachne* means “spider” in Greek. How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of a spider.

To Sum Up

- Athene turns Arachne into a spider.
- Athene says that Arachne’s children and grandchildren will all be spiders, too.

Arachne

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Interactive Question-Response

Literary Element Myth

If students have difficulty responding: **Model** Remember that myths are stories that explain the world. Often, they tell stories of how new things came into the world. **Ask:** What happens to Arachne at the end of the story? (She turns into a spider.) What skill does Arachne have that spiders also have? (spinning thread; weaving)

Background Information

Read aloud the note. Ask students if they can think of another word or thing named after a person. (*Washington D.C. was named after George Washington*)

Oral Assessment

Provide the following prompts to one student at a time. Observe students’ responses. See the Oral Assessment Rubric on page T14 to determine students’ levels of language output.

1. Tell me about Arachne.
2. Who is Athene?
3. How did Arachne anger the goddess?
4. What happened at the end of the weaving contest?
5. What did Athene do to teach Arachne a lesson?

Vocabulary Check

B. Intermediate

Tell students to read each clue and figure out which vocabulary word fits the definition. Once they select a word they feel fits, they should compare the word they selected to the scrambled word. Students can match up the letters in their word and the scrambled word. If they are able to match up all the letters, they selected the correct word.



Vocabulary Check

A. Circle the picture that best fits each word.

1. spectators



3. insult



2. pattern



4. maiden



B. Unscramble the letters and write the vocabulary word that fits each clue.

5. People use this to make cloth.

molo

l o o m

6. When people race they do this.

potecem

c o m p e t e

7. Two people who have the same level of skill are this.

quela

e q u a l

8. If someone says something that makes you angry, you might answer this way.

nadigitllyn

i n d i g n a n t l y

C. Answer the questions about the story.

9. Why was the town that Arachne came from **obscure**? Few people knew about it.

10. In the story, who is **mortal**, Arachne or Athene? Arachne is mortal.

11. How does Arachne show her **obstinacy**? She does not listen to the old woman's advice.

12. What kind of **descendants** will Arachne have? spiders

Grammar Link

BLM

Commas before *and*, *but*, and *or*

Prepare students to complete the activity master on page A13. Read the grammar instruction with students, and complete the first item with them to help them get started.



Comprehension Check

A. What happens in "Arachne"? Use the diagram to tell the events in order.

Beginning

Arachne is good at weaving.



Middle

Arachne thinks she is better than than the goddess Athene.

They have a weaving contest.



End

Arachne weaves bad things about the gods.

Athene turns Arachne into a spider.

B. Answer the questions about the myth.

1. Who is Arachne? a skilled weaver
2. Who is Athene? a goddess
3. What happens to Arachne in the myth? She becomes a spider.
4. What group of people told the story of Athene and Arachne? (Hint: Where is Arachne from?)
the ancient Greeks

C. Think about the myth. Then complete the sentences.

5. The main characters in the story are Arachne and Athene.
6. The main event of the plot is a weaving contest between Arachne and Athene.
7. This story is a myth because it is about gods and goddesses and because it explains something about the natural world.
8. From this story I can generalize that the plots of Greek myths
are about gods and goddesses who get involved in things on earth.

Comprehension Check

A. Beginning

Read aloud the direction line and ask students to think about important events in the myth and the order in which they happened. **Ask:** *What happened in the story?* Have students read the prompt and think of responses. Write students' responses in the blanks. Then have students complete their own charts.

Writing Link

Character Sketch

Read aloud the description of Arachne on page 80, calling students' attention to details such as her light eyes and dusty brown hair, her quick and graceful style, and her fingers roughened from work. Explain that in writing a character sketch, how a character looks is just as important as what the character does and says. Have students write character sketches of a book or movie character they know about. Ask volunteers to read their sketches aloud. After each sketch is read, ask the class which details best help them understand the character.



Role-Play an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are either Arachne or Athene and a reporter is interviewing you before the weaving contest. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. You and your partner should both take turns reading the parts of the interviewer and of Arachne or Athene.

INTERVIEWER: What is your name?

ATHENE/ARACHNE: My name is _____
Athene/Arachne

INTERVIEWER: What do you do?

ATHENE/ARACHNE: I am a _____
a goddess/a weaver

INTERVIEWER: What do you look like?

ATHENE: I am _____ tall _____,
fair _____, and
wearing dazzling white _____.

ARACHNE: I am _____ small _____,
pale _____, and
with light eyes and dusty brown hair _____.

INTERVIEWER: Why do you think you will win this weaving contest?

ATHENE/ARACHNE: I will because _____

Possible answer for Arachne: I am the most
skilled weaver in the world and I work very
hard to produce beautiful cloth

Possible answer for Athene: I am a goddess,
and so I am better than all mortals at
everything



6.12 Understand how to glean and use information in procedural texts and documents.

FUNCTIONAL DOCUMENTS:

Survey and Policy

Functional Documents

89

Oral Language

Build Background

Tell students that they will read “Middle School Technology Use Survey” and “Brainwell Middle School Computer Use Policy.” **Ask:** *What is a survey? (a list of questions used to find out how people feel about something) What is a policy? (a set of rules about something)*

Talk About the Functional Documents

Explain that the first document asks students questions about their computer use. The second document lists the rules for using computers at a middle school.

Beginning **Ask:** *Have you ever used a computer? (yes/no)* Ask students to discuss the kinds of things they can do with computers.

Intermediate Explain that a survey is a way to collect information about how people think, feel, or act. Have students describe how they use computers.

I use computers for ____.

Advanced/Advanced High Have students compare and contrast computer use at home, or at the public library, with computer use at school. Then have students discuss why rules for computer use at school are necessary.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Functional Documents

Vocabulary

- Content Vocabulary

Phonics

- Consonant Clusters with *tr*

Reading Strategy

- Draw Conclusions About Meaning and Purpose

Writing Link

- Speech

Grammar Link

- Spelling of Regular Past Tense Verbs BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Functional Documents

Read aloud Connect to the Functional Documents. Reproduce the chart on the board.

Model *Our school has a rule that says that no students can leave the schoolyard during school. The purpose of this rule is to keep students safe. If a student breaks the rule, he or she will be sent to the principal's office. I think this rule is fair because the school is responsible for the safety of each student.* Model writing your response in the chart, and have volunteers suggest other responses. Then have individuals fill in their own charts.

Reading Strategy Draw Conclusions About Meaning and Purpose

Read aloud the Reading Strategy. Tell students that drawing conclusions about meaning and purpose is an important way of understanding how a text relates to their lives. Help students to recognize the difference between meaning and purpose. Explain that the meaning of a text is what the writer wants to tell the reader. Explain that the purpose of the text is the reason why the writer wrote the text.

Connect to the Functional Documents

Think about a rule that you must follow at school. Why was the rule created? What happens if you break it? Is it fair? Talk about the rule with a partner. Work with your partner to complete the chart.

Rule	What is the purpose of the rule?	What happens if you break it?	Do you think the rule is fair? Explain.
Possible answer: No fighting	Possible answer: to keep people from getting hurt	Possible answer: You are sent to the principal's office.	Possible answer: Yes; it protects students.

Reading Strategy Draw Conclusions About Meaning and Purpose

A **conclusion** is an opinion that you have after thinking about facts.

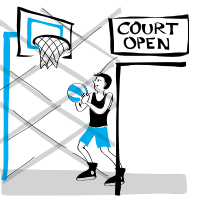
When you **draw conclusions about meaning**, you ask questions that begin with *what*.

- > What information is in the document?
- > What is the main idea?

When you **draw conclusions about purpose**, you ask questions that begin with *why*.

- > Why did someone write this?
- > Why should I read this?

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
computers (kəm pū' tərz) <i>n.</i> machines that people use for getting, storing, presenting, and sending information <i>The students use computers to send messages to students in other countries.</i> > Cognate (Spanish) computadoras 	access (ak' ses) <i>n.</i> permission to use something <i>I have access to a basketball court near my home.</i> > Cognate (Spanish) acceso 	reference (rel' ə r ə ns) <i>adj.</i> used for information <i>The dictionary is a great reference tool.</i> > Cognate (Spanish) de referencia 	trust (trʌst) <i>v.</i> to believe that something or someone is honest <i>I usually trust what my parents tell me.</i> 
violation (vī ə lā' shən) <i>n.</i> a breaking of a rule <i>The man was charged with a traffic violation.</i> > Cognate (Spanish) violación 	privileges (priv' ə lij ə z) <i>n.</i> benefits or special rights <i>She lost her television privileges because she did not wash the dishes.</i> > Cognate (Spanish) privilegios 	transfer (trans' fər) <i>v.</i> to move something from one place to another <i>I have to transfer my work from paper onto the computer.</i> > Cognate (Spanish) transferir 	signature (sig' nə chər) <i>n.</i> the name of a person written by that person <i>I wrote my signature at the end of the letter.</i> 

For more practice, see page 241.

Functional Documents

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: **Computers** are machines that people use to get and store information. **Example:** The school bought nine *computers* for the computer lab. **Ask:** What else can computers do? **EXAMPLE**

If you have **access** to the computers at the library, you can use them. *During the thunderstorm, the school lost access to the Internet.* How is having access like having a key? How is it different? **COMPARE AND CONTRAST**

You can use **reference** tools, such as books and newspapers, to find information. *Use reference books to answer your questions.* Name some other reference sources. **EXAMPLE**

If you **trust** someone, you believe that he or she is honest. *I trust my grandparents will take care of me.* Explain why it is important to have friends you can trust. **EXPLANATION**

A **violation** is the breaking of a rule. *The referee will blow her whistle if she sees a violation of the rules.* What is a synonym for *violation*? **SYNONYM**

When you have **privileges**, you have special permission to do something. *Middle school students have more privileges than elementary school students.* What kinds of privileges do you have? **EXAMPLE**

If you **transfer** something, you move it from one place to another. *I had to transfer the books from the library to my classroom.* How would you transfer a message from an answering machine to a piece of paper? **EXPLANATION**

When you write your name, you write your **signature**. *I had to write my signature on the check.* Why is a signature necessary on some documents? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 241.

Phonics

Consonant Clusters with *tr*

Tell students they are going to practice consonant cluster *tr*. Tell them that the consonants are clustered, but each consonant keeps its own sound. Ask students to find vocabulary words with the consonant cluster *tr* at the beginning of the word (*trust, transfer*). Slowly pronounce the words and have students show one and two fingers, respectively, when they hear /t/ and /r/. Then have students say the words.

Ask students to find words with an initial *tr* on page 93 (*trust, trouble, trying*). Briefly explain their meanings and have students repeat them.

Interactive Question-Response

Background Information

Read aloud the background note. Ask students to recall any surveys they have taken. Ask where they took the surveys, whether the surveys were on paper or on a computer, and what kind of information the surveys were trying to collect.

Content Vocabulary

Read aloud the word and definition for *computers*. **Ask:** Name some parts of a computer (monitor, keyboard, mouse) Read aloud the word and definition for *reference*. **Ask:** What kinds of books are reference books? (encyclopedias and dictionaries) Have a student read aloud the sentence containing the Content Vocabulary word *access*. **Ask:** Where can you also go to access the Internet? (public library)

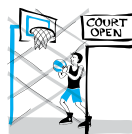
Background Information

Survey You can use a survey to collect information. A survey is a list of questions that you ask many people to answer. You look at all the answers to get the information you need.

computers (kəm pū' tərz) *n.* machines that people use for getting, storing, presenting, and sending information.



access (ak' ses) *n.* permission to use something



reference (ref' ə r əns) *adj.* used for information



To Sum Up

- The survey asks students about computers at school.
- It asks how students use those computers.

Middle School Technology Use Survey

1. Are there computers for students to use at your school?

- ☐ Yes
☐ No
☐ Don't know

If there are computers at your school, please answer the following questions:

2. Where are computers at your school located?

- ☐ In a computer lab
☐ In classrooms
☐ In the school library or media center
☐ Another place

3. How often do you use a computer at school?

- ☐ Daily
☐ About once a week
☐ Two to four times a month
☐ Never

4. Do you have access to the Internet at school?

- ☐ Yes
☐ No
☐ Don't know

5. How helpful is having a computer to use at school?

- ☐ Very helpful
☐ Somewhat helpful
☐ Not at all helpful

6. What do you use a computer for at school?

(Check all that apply.)

- ☐ To find out what homework has been assigned
☐ To complete homework assignments
☐ To practice skills
☐ To look up information in online reference works
☐ To play educational games
☐ To publish a newsletter, newspaper, or online magazine
☐ To create art projects
☐ Other: _____

7. How often do you use the Internet?

- ☐ Daily
- ☐ About once a week
- ☐ Two to four times a month
- ☐ Never

8. How much do you **trust** information from the Internet?

- ☐ Completely
- ☐ Quite a lot
- ☐ Just a little
- ☐ Not at all
- ☐ Not sure

9. If you had trouble figuring out how to do something on a computer, which would you most likely do?

- ☐ Look it up in a book or manual.
- ☐ Use the software's help menu.
- ☐ Ask a friend, family member, or teacher for help.
- ☐ Use the telephone to call a help line.
- ☐ Just keep trying until you figured it out.

10. In general, how do you think computer use has affected family and social life?

- ☐ Kids spend more time with family and friends.
- ☐ Kids spend less time with family and friends.
- ☐ It hasn't made much difference.

11. Do you think computer use has led kids to spend more time outdoors, less time outdoors, or it hasn't made much difference?

- ☐ More
- ☐ Less
- ☐ Hasn't made much difference

40

trust (trust) v. to believe that someone or something is honest



50

Here, **kids** refers to young people.

60

To Sum Up

- The survey asks how students use the Internet.
- It asks what students do when they have trouble using a computer.
- It asks what students think about computers in general.

Interactive Question-Response

Content Vocabulary

Have a student read aloud question 8. **Ask:** *Why might you not trust information you find on the Internet? (You might not know the source of the information.)* **Ask:** *What sources of information are better to trust? (reference sources)* **Ask:** *Whom should you ask for help if you want to find information on the Internet that you can trust? (teacher, librarian)*

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements on pages 92 and 93. Then have students decide together which two questions are the most important. Provide the following sentence frame for students to complete.

The two most important questions are ____ and ____.

(The two most important questions are how students use computers and how students use the Internet.)

Interactive Question-Response

Background Information

Read aloud the background note. Ask students to think about how a set of rules can make things clear. Provide an anecdote that students might relate to, such as: *A student brought water into the computer lab. The school did not have a computer use policy, so the student did not know that drinks were not allowed. His teacher got angry when she saw the bottle of water.* Then have students discuss how a set of rules could have helped.

Content Vocabulary

Have a student read the sentence containing the Content Vocabulary word *violation*. **Ask:** *What would be a violation of the policy? (if I let my friend use my name and password)* Read the word and definition for *privileges*. **Ask:** *What are the privileges given to students? (They can use the computers.)*

Background Information

Policy A policy is a set of rules. The purpose of a policy is to make things clear.

violation (vī ə lā' shən) *n.* a breaking of a rule



privileges (priv' ə lij əz) *n.* benefits or special rights



transfer (trans' fer) *v.* to move something from one place to another



To Sum Up

- ▶ The policy is a list of rules about using school computers.
- ▶ You must agree to the rules to use the computers.
- ▶ You will not be allowed to use the computers if you break the rules.

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Brainwell Middle School

Computer Use Policy

This policy for the use of computer facilities,¹ equipment, and software programs belonging to the Brainwell Middle School applies to all school employees, all students, and any member of the community who uses the school's facilities, equipment, or software. You must agree to these rules or you will be denied computer use at Brainwell Middle School. Any violation of these rules may cause you to lose computer privileges at the school.

1. You may not authorize² anyone, except a faculty or staff member, to use your name, password, or files for any reason.
2. You may not use computers for anything other than schoolwork. The use of e-mail, instant messaging, and nonacademic games is not permitted.
3. You may not copy, change, or transfer any software or files provide by the school without permission from the computer supervisor.
4. Remember that it is illegal to copy any software that has a copyright. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.
5. You may not tamper with terminals, computers, printers, or other associated equipment.
6. Food, drinks, chewing gum, and candy are prohibited³ near the school's computer equipment.

1. **Facilities** are buildings, rooms, or pieces of equipment that have a specific use.

2. Here, **authorize** means "allow."

3. **Prohibited** means "not allowed."

Differentiated Instruction

Clarify the Text Help students understand the structure of the computer use policy.

Beginning Explain that the policy includes a numbered list to make it easier to read. **Ask:** *Would students be able to understand the policy if it was hard to read? (no)*

Intermediate Point out that the policy is made up of a paragraph and a numbered list. **Ask:** *How does the numbered list help students understand the policy? (The numbered list makes the rules easier to read.)*

Advanced/Advanced High Point out that the policy includes a paragraph and numbered list. **Ask:** *What would happen if a student used the computers to play games? (The student might lose the right to use them.)*

Student and Parent Acknowledgment of the Brainwell Middle School Computer Policy

My signature below indicates that I have read and understood the rules, responsibilities, and penalties listed above. I also understand that violation of the rules may result in loss of computer privileges at the school.

STUDENT SIGNATURE _____

PARENT SIGNATURE _____

DATE _____

signature (sig' nə chər) *n.* the name of a person written by that person



Comprehension Check

Why must the student and a parent sign the policy?

Possible answer: to show that they understand the rules and will follow them.

REFLECT

Draw Conclusions About Meaning and Purpose

What are the main ideas in the policy? Why do you think someone wrote the policy?

Possible answer: The policy explains the rules for using the computers at Brainwell Middle School.

The policy will make sure people use the computers correctly and legally.

PARTNERS

Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

To Sum Up

- You are not allowed to change or damage the computers.
- You must agree to the rules and sign the policy if you want to use the computers.

Interactive Question-Response

Content Vocabulary

Have a student read the word and definition for **transfer**. **Ask:** *Whom should a student ask if he or she wants to move any software or files provided by the school? (the computer supervisor)* Have a student read the sentence containing the Content Vocabulary word **signature**. **Ask:** *What do you write when you write your signature? (your name)*

Comprehension Check

If students have difficulty responding: **Model** *To answer this, I would reread the information following rule 6. Read aloud lines 86–89.*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *I would ask myself what all of the rules have in common. Most of the rules begin with "You may not."* **Ask:** *Why is it important for everyone to know the rules? (so they don't accidentally break them)*

Vocabulary Check

A. Beginning

Read each question aloud. Encourage students to point to or call out one of the illustrations. Then turn the question into a statement and have students repeat as you point to the word and the picture. **Model** Which shows access to the school library? This shows a librarian giving access to the library.

Vocabulary Check

A. Circle the picture that best answers the question.

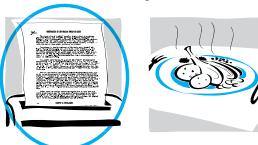
1. Which shows **access** to the school library?



3. Which shows how to **transfer** something?



2. Which could **computers** help you make?



4. Which shows someone making a **signature**?



B. On the line beside each sentence, write the vocabulary word that has the same meaning as the underlined word or phrase.

privileges

signature

trust

violation

5. trust Rita did not believe the story she heard from others.

6. signature I have to write my name on the attendance sheet.

7. violation It is considered a breaking of a rule to run in the hallways at school.

8. privileges We earned the special rights to use the Internet to talk to each other.

C. Think about how each vocabulary word is used in the documents. Then circle the word or phrase that has almost the same meaning.

9. **privileges** losses benefits thoughts hopes

10. **reference** large facts colorful book book of facts large ideas

11. **transfer** cancel move break remove

12. **access** permission to use belief in truth special right ability to accept

Grammar Link

BLM

Spelling of Regular Past Tense Verbs

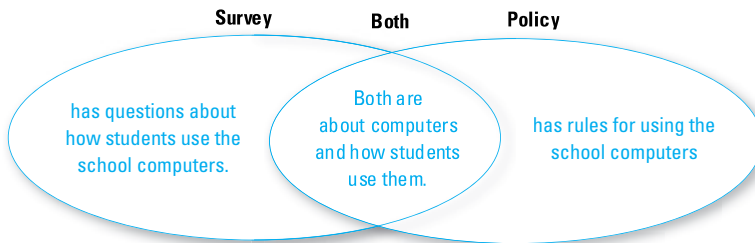
Prepare students to complete the activity master on page A14. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Think about the survey and the computer policy. Then complete the sentences.

1. The "Middle School Technology Use Survey" asks six questions about computer use at school.
2. The survey also asks five questions about how students use computers and the Internet in general. For example, one of the questions asks: "How much do you trust information from the Internet?"
3. The second document is a computer use policy. It lists six rules.
4. To show that a student agrees with the "Brainwell Middle School Computer Use Policy," the student must write his or her signature at the end of the document.

B. How are the documents that you read similar? How are they different? Complete the diagram below.



C. Think about the documents you read. Then fill in the chart.

Functional Document	Meaning: What is in the document?	Purpose: Why did someone write this document?
Survey	questions about how students at a middle school use the school computers	to learn about how students use computers at their school and how students think computers have affected their lives
Policy	rules about how people use the computers at a middle school	to make the rules clear, to make sure that people know the rules, and to tell what happens if people do not follow the rules

Comprehension Check

B. Intermediate

Explain that students can use a Venn diagram to show how the documents are similar and different. Tell students to write the details that describe the survey in the left circle and the details that describe the policy in the right circle. Then tell them to write any detail that describes both the survey and the policy in the place where the circles overlap. Encourage students to return to the text for details.

Writing Link

Speech

Have students discuss whether they think they have enough access to computers. Also have them discuss what could be done to improve computer access or what could be done to improve the school's computer facilities. Then have students write a short speech explaining their opinions. Remind students that they should provide a clear statement of their positions. Also remind students to provide details that support their main ideas. Invite volunteers to present their speeches to the class.

Write an Article

Imagine that you wrote the "Middle School Technology Use Survey." You have finished collecting information. Now write an article for a technology magazine about your survey and what you learned from it.

I decided to write the "Middle School Technology Use Survey" because I wanted to know what role technology plays in middle school students' lives.

There were 11 questions on my survey. The questions at the beginning of the survey asked about how students use computers at our school. From reading the answers to these questions, I learned that students at my school use the computers here mainly to research information and to make reports.

I think the most interesting question was question # 8. The question asked the student how much he or she trusts information from the Internet. Most students chose the answer "Just a little". I think that this is an interesting response because I expected more students to trust the Internet.

Now that I have written and collected information about computer use, I plan to write another survey. My next survey will be about how students get to and from school. I am going to write this survey because I want to know how many students rely on public transportation.



6.11 Analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support analysis.

6.10.B Explain whether facts included in an argument are used for or against an issue.



by George Graham Vest

Eulogy on the Dog 99

Oral Language

Build Background

Read the title and the author. Explain that students will read “Eulogy on the Dog,” a speech given by a lawyer named George Graham Vest.

Ask: *What kind of speech is a eulogy? (a speech about someone who has died) What do you think the eulogy will say about dogs? (It will talk about the good qualities of dogs.)*

Talk About the Speech

Explain that the speech is about the relationship between dogs and their owners.

Beginning **Ask:** *Have you ever had a pet that died? (yes/no) How did you feel when your pet died? (very sad)*

Intermediate Explain that many people treat their pets as well as their human friends and family members. **Ask:** *Do you know people who treat their pets like they were humans? (yes/no) Do you think pets deserve to be treated like that? Why or why not? (Yes. Pets are never mean.)*

Advanced/Advanced High Discuss with students the kinds of things people often say in a eulogy. **Ask:** *Do you think this eulogy will say good things or bad things about the dog? (good things) What kinds of things might the speaker say about dogs? (They are loyal and trustworthy.)*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Speech

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Long Vowel /ī/

Literary Element

- Argument

Reading Strategy

- Analyze Figurative Language

Writing Link

- Letter

Grammar Link

- Adjectives and Adverbs



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Speech

Read aloud **Connect to the Speech**. Reproduce the web on the board. **Model** *I would like to have a kitten that is playful and curious.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals fill in their own webs.

Literary Element Argument

Read aloud the Literary Element. Invite volunteers to describe a time when they tried to persuade someone to agree with their opinion or to think or feel a certain way. **Model** *I had a talk about global warming with my dad. I argued that almost all the world's scientists agree that global warming caused by humans is a serious problem. I supported my argument with facts I found in science magazines.*

Reading Skill Analyze Figurative Language

Read aloud the Reading Skill. Write these sentence frames on the board and have students complete them. Then have students identify each one as a simile, a metaphor, or personification.

Her eyes were as blue as _____. (the ocean; simile)

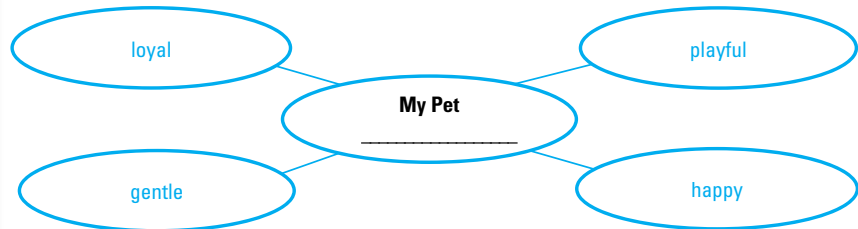
It was a hot, hot day, and the tall glass of ice water _____ to me. (called; personification)

He was a _____ pony. (proud; metaphor)



Connect to the Speech

What type of pet do you have or would like to have? What qualities or traits would your pet have? Write your answers in the web below.



Literary Element Argument

An **argument** is the reason a writer uses to support an opinion. Writers of speeches need to make strong arguments to convince the audience. In the speech "Eulogy on the Dog," the speaker uses words that appeal to emotion and logic.

- > An appeal to emotion tries to make people feel a certain way.
- > An appeal to logic tries to convince people that the argument is based on fact.

Reading Skill Analyze Figurative Language

Language that suggests more than the exact meaning of the words is called **figurative language**. Similes, metaphors, and personification are kinds of figurative language.

- > A **simile** compares two unlike things. It uses the words *like* or *as*.
- > A **metaphor** compares two unlike things. It does not use *like* or *as*.
- > **Personification** describes animals, objects, or ideas as if they are human.

To **analyze figurative language**, pay attention to similes, metaphors, and personification. Think about how the figurative language makes you feel. Think about how it effects the text.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

traitors (tra' tərz) *n. pl.* people who are not loyal
*Emil calls his friends **traitors** when they switch soccer teams.*

➤ Cognate (Spanish) **traidores**

reputation (rep' yə tā' shən) *n.* public opinion of something or someone
*She has a good **reputation** because she is friendly.*

➤ Cognate (Spanish) **reputación**

sacrificed (sak' rə fisd') *v.* gave up, usually for a good reason

*José **sacrificed** his Saturday afternoon to help his sister.*

➤ Cognate (Spanish) **sacrificar**

treacherous (trech' ə rəs) *adj.* not loyal; dangerous
*Pirates are **treacherous** people.*

prosperity (pros per' ə tē) *n.* success, wealth, or good luck
*Mrs. Azuela has **prosperity** because she is a doctor.*

➤ Cognate (Spanish) **prosperidad**

Content Vocabulary

reared (rērd) *v.* raised
*My aunt and uncle **reared** two children.*



ungrateful (un grāt' fəl) *adj.* not thankful
*The mean boy is **ungrateful** for his birthday gift.*



malice (mal' is) *n.* a desire to cause pain
*The movie villain had **malice** for the hero.*



selfish (sel' fish) *adj.* concerned only about oneself
*It is **selfish** not to share with other people.*



fortune (fôr' chən) *n.* luck
*It was my good **fortune** to win a new car.*



faithful (fāth' fəl) *adj.* loyal
*Mr. Cho was a **faithful** cook for ten years.*



noble (nō' bəl) *adj.* having good qualities
*My grandmother is a **noble** woman.*



alert (ə' lurt) *adj.* watchful; quick to respond
*I am always **alert** when I cross the street.*



For more practice, see page 242.

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: **Traitors** are not loyal. **Example:** You cannot trust people who are *traitors*. **Ask:** What is a word that means the opposite of *traitors*?

ANTONYM

Your **reputation** is the opinion that people have of you. *She has a reputation for being a talented singer.* What reputation do you want to have?

EXAMPLE

Someone who **sacrificed** gave something up. *I sacrificed my baseball cards to get an autographed poster.* What is something you have sacrificed? **EXAMPLE**

Continue the process with *treacherous* and *prosperity*.

Content Vocabulary

Reared means "raised." *They reared their pet from a puppy to full-grown dog.* Who reared you?

EXAMPLE

If someone is **ungrateful**, he or she is not thankful. *My ungrateful sister didn't even say thank you.* What is a word that means the opposite of *ungrateful*? **ANTONYM**

Continue the process with *malice*, *selfish*, *fortune*, *faithful*, *noble*, and *alert*.

Vocabulary Practice

Have students complete the vocabulary practice activity on p. 242.

Phonics

Long Vowel /i/

Tell students that they are going to practice saying words with the long vowel sound /i/. Explain that the letter *i* can make both the short *i* sound, as in *sit* or *hip*, and the long *i* sound, as in *bike* or *nine*. Ask students to find the vocabulary word on page 101 in which the letter *i* makes both the short *i* and the long *i* sound (*sacrificed*). Slowly pronounce the word, and have students raise their hands when they hear the long *i* sound. Then have students say the word.

Explain that the long *i* sound can be spelled *igh*, *y*, or *i_e*, as in *sigh* and *sky*, or *prize*. Have students find examples of the long *i* sound in the selection, and ask volunteers to write these words on the board. Then help students practice pronouncing each word.



Interactive Question-Response

Background Information

Read aloud the note. Ask students to think about how most people feel about dogs. Invite volunteers to predict whether the eulogy will be positive or negative.

Point out the use of formal English on this page when the speaker addresses the jury as “gentlemen.” Discuss uses of the titles “ladies” and “gentlemen” when addressing certain groups, such as in a courtroom setting. Have students share examples of how they would use these titles and explain why they might do so in those situations. Then have students describe more informal situations when it might not be appropriate to use “ladies” and “gentlemen” such as with close friends or family members.

Literary Element Argument

If students have difficulty responding: **Model** / *need to look for words that describe something in a good way.*

Content Vocabulary

Have students read the words *reared*, *ungrateful*, *malice*, and *selfish* and their definitions. **Ask:** *If you reared a dog from the time it was a puppy, what are some things you would have done for it? (fed it, walked it)* **Ask:** *How might children disappoint the man who raised them? (They could be ungrateful.)* **Ask:** *Which phrase means the same as malice: good will or desire to hurt? (desire to hurt)* Point out the first sentence of the last paragraph on page 102. **Ask:** *Which two words in this sentence are antonyms? (selfish and unselfish)*

Academic Vocabulary

Point out the sentence beginning with “He will sleep” and ending with “near his master’s side.” Explain that the dog’s actions show that he has a loving and devoted **attitude** toward his master. **Ask:** *What does attitude mean? (a way of thinking, feeling, or acting) How do you know? (The passage tells about what the dog does and why he does it.)*

Background Information

A **eulogy** (ū’ lə jē) is a speech given to honor someone who has died.



Literary Element

Argument What do you think the speaker’s argument might be? Underline the words that tell you.

Warrensburg, Missouri, September 23, 1870

Gentlemen of the Jury:

The best friend a man has in the world may turn against him and become his enemy. His son or daughter that he has reared with loving care may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name may become **traitors** to their faith. The money that a man has, he may lose. It flies away from him, perhaps when he needs it most.

10 A man’s **reputation** may be **sacrificed** in a moment of ill-considered action. The people who are prone to fall on their knees to do us honor when success is with us may be the first to throw the stone of malice when failure settles its cloud upon our heads.

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous is his dog. A man’s dog stands by him in **prosperity** and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and the snow drives fiercely, if only he may be near his master’s side. He will kiss the

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To Sum Up

- This eulogy is about a dog.
- The speaker explains that life is hard and many people are selfish.
- The speaker explains that dogs are not selfish.

Vocabulary

traitors (tra’ tərz) *n. pl.* people who are not loyal
reputation (rep’ yə tā’ shən) *n.* public opinion of something or someone
sacrificed (sak’ ra fisd’) *v.* give up, usually for a good reason
treacherous (trech’ ə r əs) *adj.* not loyal; dangerous
prosperity (pros per’ ə tē) *n.* success, wealth, or good luck

hand that has no food to offer; he will lick the wounds and sores that come in encounter with the roughness of the world. He guards the sleep of his pauper¹ master as if he were a prince. When all other friends desert, he remains. When riches take wings, and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies. And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

1. A **pauper** is a very poor person.

REFLECT

Analyze Figurative Language

Find an example of figurative language in "Eulogy on the Dog." What kind of figurative language is it? Why does the speaker use it? Explain your answer.

Possible answer: "And when the last scene of all comes, and death take his master in its embrace..." is an example of figurative language in this eulogy. Here, the speaker uses personification. He describes death as a human capable of embracing. He uses it because it is a powerful image.



Talk about your answer with a partner.



Comprehension Check

How does the speaker describe a dog?

Possible answer: as a loyal

friend



Literary Element

Argument What kind of appeal does the speaker make in the final paragraph? Check the correct answer.

- ☐ logical
☐ physical
☒ emotional

To Sum Up

- The speaker explains that dogs are always faithful.

Eulogy on the Dog

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Interactive Question-Response

Comprehension Check

If students have difficulty responding: **Model** *The first paragraph of the speech is about people, so the answer isn't there. The rest of the speech is about dogs and how they act toward their masters.*

Content Vocabulary

Have students read aloud the words *fortune*, *faithful*, *noble*, and *alert* and their definitions.

Ask: Would finding a gold coin be good fortune or bad fortune? (good fortune) **Ask:** Which word means the same as faithful: loyal or greedy? (loyal) **Ask:** Why does the speaker say a dog is noble? (A dog has good qualities, such as loyalty and faithfulness.) **Ask:** Would an alert dog hear a noise at the door? (Yes.)

Literary Element Argument

If students have difficulty responding: **Model** *I can picture the lonely dog lying next to his master's grave. I feel sad for the dog.* **Ask:** Did the speech make you feel a certain way about the dog? (Yes, I felt sorry for the dog.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started, review simile, metaphor, and personification. Make sure students can understand and recognize each.

Model *To answer this, I'll review the text while keeping in mind how similes, metaphors, and personifications are put together. For instance, I know that similes use like or as, so I can look for those words.*

Differentiated Instruction

Clarify the Text Help students understand the point of the speaker's argument.

Beginning **Ask:** Does the speaker want you to think good or bad things about the dog? (good)

Intermediate Have students reread the second paragraph of the text. **Ask:** What image or idea gives you the best picture of what a dog is like? (the dog sleeping next to his master in the cold)

Advanced/Advanced High Help students summarize the eulogy. Have students work in groups to write a list of ideas and then decide which are most important. Have students use the list and then share a brief summary with the class.

Vocabulary Check

A/B. Beginning and **Intermediate** Read each question aloud. Encourage students to point to the correct answer, or you can point to each answer choice and have students answer with *yes* or *no*. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which man has had good fortune? This man has had good fortune.*

Comprehension Check

A/B. Beginning and **Intermediate** If students have difficulty responding, point out the title of the text; the first sentence of the second paragraph; and the last sentence of the text.

Writing Link

Letter

Have students write a letter to a parent or guardian, asking for a dog. The letter should include arguments that appeal to both emotions and logic.

After Reading Have students complete the after reading activity on page 243.



Vocabulary Check

A/B. Circle the picture that best answers the question.

1. Which man has had good **fortune**?



2. Which dog is **alert**?



C. Think about how the vocabulary words below are used in "Eulogy on the Dog." Then complete each sentence.

- The woman is **noble** because she takes care of her sick friend.
- I have a good **reputation** because I am always polite.

Comprehension Check

A/B. Think about "Eulogy on the Dog." Then complete the sentences.

- George Graham Vest gives a speech; eulogy about a dog.
- Vest thinks that a dog is a better friend than any human could be.
- Vest explains that a dog is always faithful.

C. Think about "Eulogy on the Dog." Then answer the questions.

- What is the speaker's main argument? Is the argument effective? Tell why or why not.

A dog is a man's best friend. A dog is unselfish and loyal. People are often treacherous.

It is effective because he uses emotions to prove his point.

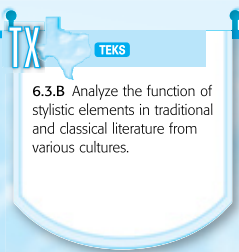
For more practice, see page 243.

Grammar Link

BLM

Adjectives and Adverbs

Prepare students to complete the activity master on page A15. Read the grammar instruction with students, and complete the first item with them to help them get started.



Oral Language

Build Background

Read the title and author. Explain that students will read “The Wolf and the House Dog” and “The Donkey and the Lap Dog.” These fables were originally told by a storyteller named Aesop. These versions are retold by Jerry Pinkney. **Ask:** *Does anyone know who owns a dog? (my friend) What are dogs like? (They are playful and loyal. They like to run and are good pets.)*

Talk About the Fables

Explain that in both fables, an animal learns a lesson by spending time with a dog.

Beginning **Ask:** *Where have you seen a talking dog as a character in a story? (in cartoons and movies)*

Intermediate **Explain** to students that fables often show animals that have human qualities. **Ask:** *What are some things about animals and humans that are similar? (Both animals and humans have emotions. Both can learn to do things.)*

Advanced/Advanced High **Ask** students to think of reasons why fables use animals instead of people as main characters. **Ask:** *Why do fables often include talking animals? (It is fun to read about animals. It is a way for people to learn what not to do without making people look bad.)*

The Wolf and the House Dog

and

The Donkey & the Lapdog

Aesop, retold by Jerry Pinkney

The Wolf and the House Dog and The Donkey and the Lapdog 105

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Fables

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *mp*

Literary Element

- Fable

Reading Skill

- Make Generalizations About Characters

Writing Link

- Paragraph

Comprehension

- Graphic Organizer BLM

Grammar Link

- The Conjunctions *And*, *But*, and *Or* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Fables

Read aloud **Connect to the Fables**. Reproduce the web on the board. **Model** *I like golf. I want to be like Tiger Woods. He is the best golfer in the world. He gets to travel to a lot of places.* Fill in the web with your ideas. Invite volunteers to share other ideas. **Ask:** *What is another reason I might want to be Tiger Woods?* Write those responses in the web. Then have individuals fill in their own webs. Remind students that they do not have to choose a famous person. They may want to choose a person they know, or a job title, such as singer or President of the United States.

Literary Element Fable

Read aloud the Literary Element. To help students remember the information, ask volunteers to name two qualities of fables. Write them on the board:

1. animals that talk
2. lessons about life

Ask: *What are some fables you have heard about or read? (The Tortoise and the Hare; The Boy Who Cried Wolf)* **Ask:** *What are the morals of those fables? (Slow and steady wins the race; No one believes a liar, even when he tells truth.)*

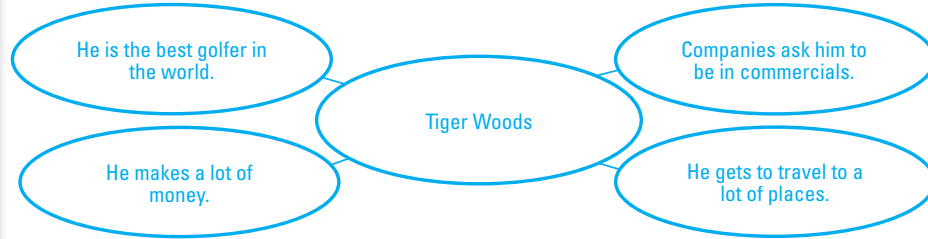
Reading Skill Make Generalizations About Characters

Read aloud the Reading Skill. Provide students with a brief anecdote: **Model** *Another example might be a boy who always makes up excuses for not cleaning his room or doing his chores.* **Ask:** *What generalization can you make? (People will always try to get out of work.)* Explain that when you make a generalization, you make a broad statement from specific examples.



Connect to the Fables

Have you ever wanted to be someone else? Why did you want to be this other person? Write your answers in the web below. In the center oval, write the name of the person you wanted to be. In the other ovals, write the reasons you wanted to be that person.



Literary Element Fable

A **fable** is a short tale that teaches a lesson. Characters in fables are often animals that talk and act like people.

Fables teach **morals**, or lessons about right and wrong. Morals teach truths about life. When we share fables, we pass these truths from one person to the next.

As you read a fable, ask yourself what the moral about life might be.

Reading Skill Make Generalizations About Characters

When you **make generalizations about characters**, you think about what you know about a character. You might know things based on what they say or do. Then you use this information to make a general statement about what the character is like.

To make generalizations about a character, think about

- what the character says and does.
- what events the character causes.
- what happens to the character at the end of the story.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

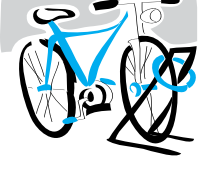
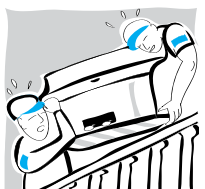
sleek (slēk) *adj.* with a beautiful and healthy appearance
The horse that won the race looked **sleek** and strong.

ease (ēz) *n.* freedom from hard work or worry
The princess lived in **ease** at her palace.

toppled (top' əld) *v.* fell forward or tumbled over
The stack of books **toppled** to the floor.

lamented (lə ment' id) *v.* showed sadness
Natalia **lamented** that she dropped her cupcake on the floor.
➤ Cognate (Spanish) **lamentar**

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

plump (plump) <i>adj.</i> chubby or fat The plump puppy had a round belly. 	scarce (skārs) <i>adj.</i> hard to find Water is scarce in the desert. ➤ Cognate (Spanish) escasoa 	chain (chān) <i>n.</i> rings of metal connected together Quincy locks his bike with a chain. 	starve (stārv) <i>v.</i> to not eat for a long time Your puppy will starve if you do not feed him. 
satisfied (sat' is fid) <i>adj.</i> happy or content Berenice was satisfied with her birthday gift. ➤ Cognate (Spanish) satisfecho(a) 	hauling (hōl' ing) <i>v.</i> to move something heavy from one place to another The workers were hauling the piano up the stairs. 	reward (ri wōrd') <i>v.</i> to give something in return for doing a deed Mom will reward us for cleaning the kitchen. 	bellowed (bel' ōd) <i>v.</i> to make a loud, deep sound The man with the deep voice bellowed the song. 

For more practice, see page 244.

The Wolf and the House Dog and The Donkey and the Lapdog

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: **Sleek** means looking healthy. **Example:** The marathon runners look **sleek** and in good shape. **Ask:** What is the opposite of **sleek**?

ANTONYM

When you feel at **ease**, you are relaxed and not worried. *I feel at ease when I am with friends and not with strangers.* Describe a place where you feel at ease. **DESCRIPTION**

Toppled means fell over. *The sand castle toppled when it got too tall.* What word means the same as **toppled**? **SYNONYM**

Lamented means showed sadness. *The family lamented the end of their vacation.* What have you lamented? **EXAMPLE**

Content Vocabulary

Plump is chubby. *The baby has round, plump cheeks.* What is the opposite of **plump**? **ANTONYM**

Something is **scarce** when it is hard to find. *Winter clothing is scarce during the summer.* What is an example of something that is scarce? **EXAMPLE**

A **chain** is made of connected metal links. *The dog's leash is made from a chain.* Where else would you see a chain? **EXPLANATION**

To **starve** means to not eat for a very long time. *People starve when they do not have enough food.* What is the opposite of **starve**? **ANTONYM**

Continue the process with **satisfied**, **hauling**, **reward**, and **bellowed**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 244.

Phonics

Consonant Clusters with mp

Tell students they are going to practice the consonant cluster **mp**. Explain to students that the consonants are clustered, but each consonant keeps its own sound. Ask students to find vocabulary words with the consonant cluster **mp** at the end of the word (**plump**). Slowly pronounce the words, and have students show one and two fingers, respectively, when they hear /m/ and /p/. Then have students say the word.

Write the following words on the board. Briefly explain their meanings, and have students pronounce them after you.

camp

lamp

ramp

stamp

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *plump*.

Ask: What animals can you think of that might be *plump*? (*chickens, pigs, puppies*) Read aloud the word and definition of *scarce*. Ask a student to read aloud the second sentence of the second paragraph. **Ask:** What is *scarce*? (*Food is scarce.*) Why is the wolf surprised by how the dog looks? (*because the dog looks so well fed*) What is the opposite of *scarce*? (*plentiful*)

Literary Element Fable

If students have trouble choosing an answer:

Model It is true that the story takes place in a forest. I know that the forest is not what makes this story a fable. Other stories also take place in forests. Few stories besides fables have talking animals. **Ask:** What makes this story a fable? (*talking animals*)

Fell on hard times means "had many problems."

plump (plump) *adj.* chubby or fat



scarce (skärs) *adj.* hard to find



Literary Element

Fable What clue tells you that this is a fable? Check one.

- ☐ The story takes place in a forest.
- ☒ The animals talk and act like people.
- ☐ The story takes place in a village.

To Sum Up

- ▶ The wolf cannot find enough food.
- ▶ She meets a dog who is plump. People feed him.
- ▶ The wolf sees something around the dog's neck.

The Wolf and the House Dog



A wolf who lived in the forest **fell on hard times**, and could barely catch enough food to keep from starving. Soon her ribs were showing through her coat, and she could hardly sleep at night for hunger.

One day the wolf happened to meet a **sleek, plump** dog from the village. Puzzled, the wolf looked him over and exclaimed, "How is it that you appear to be so well-fed, when game¹ has been so **scarce**?"

"I never have to hunt for game," boasted the dog. "My master feeds me meat from his own plate, and the servants give me scraps from the kitchen every day. All I have to do is bark at every stranger that comes near and keep watch over the house by night."

The wolf could hardly believe her ears. "If I find a family to take me in," she asked, "will they treat me the same way?"

"No doubt of it!" the dog replied. "Just come along with me and I'll find you a place." Eagerly the wolf trotted beside the dog. But as they left the shadow of the trees, the wolf saw something near the dog's neck flash in the bright

sunlight. "Pardon me, but what is that around your neck?" she asked.

"Oh, nothing," said the dog. "It's just the ring on my

Vocabulary

sleek (slēk) *adj.* with a beautiful and healthy appearance

1. **Game** refers to wild animals that people hunt for food.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A16.

chain (chān) *n.* rings of metal connected together



Stopping in her tracks means “stopping suddenly without slowing down.”

starve (stārv) *v.* to not eat for a long time



Comprehension Check

In the fable, the dog has food to eat, but the wolf is free. Which thing do you think is more important? Why?

Possible answer: I think

that having freedom is

more important than

having enough to eat.

Freedom allows you to try

to change things for the

better.

To Sum Up

- The wolf learns that the dog is chained up every night.
- For the wolf, freedom is more important than food.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of chain.

Ask: What does a chain look like? (heavy links of metal) What is the purpose of a chain? (to hold things together or lock something up) Read aloud the word and definition of starve. **Ask:** What does the wolf need in order not to starve? (food)

Academic Vocabulary

Tell students that **reject** means “to refuse or to say no to something.” Explain that the wolf *rejects* the life of a house dog because she would have to give up her freedom. **Ask:** When did you reject something? Why?

Comprehension Check

If students have difficulty getting started: **Model** To think about the question, I would ask myself, what does freedom mean to me? It means I can make my own choices. It also means I have to take care of myself. Then I would think about food. Having plenty of food makes me feel safe and healthy. Now I have to decide which is more important: having enough food or having freedom.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *satisfied*.

Ask: What is the opposite of *satisfied*? (*unsatisfied, unhappy*) Read aloud the word and definition of *hauling*. **Ask:** What is another word for *hauling*? (*pulling, dragging*) Read aloud the word and definition of *reward*. **Ask:** If someone rewards you, is that a good thing or a bad thing? (*good*) Read aloud the word and definition of *bellowed*. **Ask:** What word means the same as *bellowed*? (*shouted, cried out, called, yelled*)

To Sum Up

Beginning Have students reread the To Sum Up statements. **Ask:** Is the donkey satisfied with his life?(no) What does he want instead? (He wants to live like a dog.)

satisfied (sat' is fid) *adj.* happy or content



hauling (hōl' ing) *v.* to move something heavy from one place to another



reward (ri wōrd') *v.* to give something in return for doing a deed



To Sum Up

- The donkey wants to be treated like a little dog.
- He goes to the house and acts like a dog.
- He makes a mess and breaks the dishes.

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The Donkey & the Lapdog



A farmer had a little dog that he kept constantly by his side. The farmer also had a donkey, who lived in a warm stable and got plenty of fresh grain and sweet hay. But the donkey was not satisfied with his lot.¹

"I slave all day, hauling wood or pulling the cart to market," the donkey grumbled. "And then I'm shut in the stable, while that dog sleeps on the master's lap and eats from his plate!" Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk² about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table **toppled** over and dishes went flying.

"Now I'll sit on his lap!" said the donkey to himself, and he put his heavy hooves up on the master's chair.

"Help! Save me from this mad beast!" bellowed the terrified farmer. His servants came running and, with shouts and blows, drove the donkey back to the stable.

Vocabulary

ease (ēz) *n.* freedom from hard work or worry
toppled (top' əld) *v.* fell forward or tumbled over

1. A person's **lot** is how that person lives life.
2. To **frisk** is to jump around playfully.

Differentiated Instruction

Clarify the Text Help students understand the funny elements of the fable.

Beginning Have students reread the To Sum Up statements. **Ask:** Would it be funny to see a donkey acting like a dog? (yes/no)

Intermediate After students have read the boxed text, remind them that fables show animals behaving like humans, sometimes in funny ways. **Ask:** What did the donkey try to be? (a dog) Was he able to be like a dog? (No.) What did the donkey learn? (Donkeys are too big and clumsy to live in a house or be like lapdogs.)

Advanced/Advanced High Explain to students that the donkey had an idea for an easier life but he could not see that his plan would not work. **Ask:** How is the donkey different from a lapdog? (The donkey is bigger and heavier than the lapdog.) What was the donkey doing that people sometimes do? (He was trying to be something he could not be.)

"I suppose I'm a fine donkey," the donkey **lamented**,
"but I'll never be a lapdog!"

What's right for one may be wrong for another.

Vocabulary

lamented (lə ment' id) v. showed sadness

bellowed (bel' ōd) v. to make a
loud, deep sound



Background Information

Aesop was the author of many fables. He lived long ago, and we do not know much about him. But people all over the world know his fables.



Literary Element

Fable Reread the last line of the fable. Do you agree with the writer? Tell why or why not.

Possible answer: I agree. You

should be happy with what you

have.

REFLECT

Make Generalizations About Characters

Think about the dogs in both fables. What generalization can you make about the dogs?

Possible answer: The dogs are well-fed. They have

easy lives and have masters who take care of them.

They also have to do what the masters say. The dogs

do not have freedom.



PARTNERS Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

To Sum Up

- The donkey scares the people.
- The donkey knows he is a good donkey.
- Now he knows that he cannot be a dog.

The Donkey and the Lapdog

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Interactive Question-Response

Literary Element Fable

If students have difficulty responding: **Model** *In a fable, an animal learns a lesson. The lesson learned by the animal could also be helpful to people. In this fable, the Donkey learns that he cannot be like a dog. The last line says "What's right for one may be wrong for another."* **Ask:** *What does that mean? (It means that it is okay that everyone is different from each other.)*

Background Information

Read aloud the note. Explain that Aesop's fables were passed down orally. **Ask:** *Why are fables so easy and fun to tell? (They are short and funny.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about what I know about the house dog and what I know about the lapdog. Then I would make a generalization. For example, the text says that both dogs eat food from their masters' plates. I could generalize that dogs in fables eat well.*

English Language Learning Strategies Remind students that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage students to show and/or draw features and characteristics that are similar in both dogs.

Vocabulary Check

A. Beginning

Read each question aloud. Encourage students to point or answer with *yes* or *no*. Extend the meaning of the vocabulary word by asking an additional question about the art. **Ask:** *What is the girl hauling? (a heavy sack) Why is the woman satisfied? (She is eating a sandwich.)*

After You Read

The Wolf and the House Dog

and

The Donkey & the Lapdog

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which person is **hauling** something?



3. Which animal is **plump**?



2. Which person looks **satisfied**?



4. Which picture shows a **chain**?



B. Think about the meaning of each boldface word. Then write the word on the line next to its meaning.

bellowed **reward** **scarce** **starve**

5. to be very hungry _____ **starve**

6. something for a good deed _____ **reward**

7. make a loud, deep sound _____ **bellowed**

8. difficult to find _____ **scarce**

C. Circle the correct meaning for each vocabulary word. Then write the word in a sentence on the line provided.

9. **sleek** dirty **healthy** fat

Possible answer: The dog was sleek after it had a bath.

10. **lamented** **showed sadness** showed happiness showed anger

Possible answer: Ahmed lamented the loss of his soccer ball.

11. **toppled** laid down stood straight **fell over**

Possible answer: Janet toppled under the weight of the boxes.

12. **ease** worry **rest and relaxation** hard work

Possible answer: The student lived in ease during summer vacation.

Grammar Link

BLM

The Conjunctions *And*, *But*, and *Or*

Prepare students to complete the activity master on page A17. Read the grammar instruction with students, and complete the first item with them to help them get started.

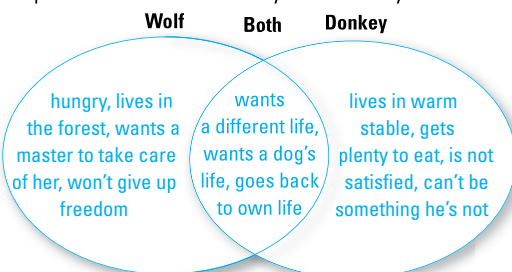


Comprehension Check

A. Think about the story events in the fables. Then fill in the blank to complete each sentence correctly.

1. The _____ **wolf** _____ wants a master to feed her.
2. The house dog in the first fable wears a _____ **chain** _____ at night.
3. The _____ **wolf** _____ does not want to wear a chain.
4. The _____ **donkey** _____ wants to live in the house and eat with the master.
5. The donkey realizes that he is a better _____ **donkey** _____ than a _____ **lapdog** _____.

B. Compare the wolf and the donkey. How are they alike? How are they different?



C. Think about the story events in the fables. Then fill in the blanks to complete each sentence.

6. The characters in the fables who want different lives are the _____ **wolf** _____ and the _____ **donkey** _____.
7. The wolf wants _____ **a master to take care of her and feed her** _____.
8. The donkey wants _____ **to live an easy life like the lapdog** _____.
9. The wolf decides that _____ **her freedom is more valuable than getting fed** _____.
10. The donkey learns that he is better at _____ **being a donkey than being a dog** _____.

Comprehension
Check

B. **Intermediate** Draw the Venn diagram on the board. Ask volunteers to share ideas about how the wolf and the donkey are similar. Write a few ideas on the board to get students started. Continue sharing ideas about how they are different. Then have students complete the Both section independently.

Writing Link

Paragraph

Ask students to choose the lesson from one of the fables. Tell them to think of a time when they or someone they know learned a lesson in their own lives. Ask them to write a paragraph narrating an event that happened to them that taught them a lesson.



Write and Explain Morals

You have learned morals from both fables. After Morals 1 and 2 below, write why each is important to remember. After Moral 3, write your own moral and explain why you should remember it.

Lessons I Have Learned

Moral 1: *Freedom is very important. Even if you cannot eat, it is better to be free.*
I should remember this moral because

Possible answer: it is much easier to find something to eat when you are free. If you do not have freedom, it may be hard or impossible to fight for things you want and things you need

Moral 2: *Always remember who you are. Sometimes what is good for others is not so good for you.*
I should remember this moral because

Possible answer: everyone is unique. Everyone has different needs. When someone has something you want, you should ask yourself whether that thing is good for you. It might not be so good after all

Moral 3:

Possible answer: Always treat others like you want to be treated.

I should remember this moral because

Possible answer: you don't know what will happen to you in the future. You should always treat others with respect. You will want others to treat you well, too

Oral Language

Build Background

Read the title and author. Explain that students will read “The Shutout” by Patricia and Fredrick McKissack, Jr., an African American couple who often write together. **Ask:**

- In sports, what does it mean to have a *shutout* game? (*to stop the other team from scoring*)
- What do you think it means if you are *shut out* of a club or sports team? (*not included or allowed to play*)

Talk About the Essay

Explain that the selection is about the role of African Americans in the history of baseball.

Beginning **Ask:** *Have you ever seen a baseball game? (yes/no)* Gesture hitting a ball with a bat.

Intermediate Explain that baseball has rules. Ask students to describe how to play the game.

To play baseball, you _____. (hit the ball, run to the bases, try to make a home run)

Advanced/Advanced High Students may know the basic rules of baseball. Have them describe how the game is played in their own words.

Model *The batter tries to hit the ball and run around the bases.*

TX TEKS

RC-6.C Monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions).

6.10.C Explain how different organizational patterns develop the main idea and the author’s viewpoint.

The Shutout

by Patricia C. McKissack
and Fredrick McKissack Jr.

The Shutout 115

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Essay

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Long Vowel /ā/

Literary Element

- Text Structure

Reading Strategy

- Monitor Comprehension

Writing Link

- Fact Sheet

Grammar Link

- Statements with *There* and *Be* BLM

Fluency

- Expression and Intonation:
Pacing: Phrasing

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Essay

Read aloud Connect to the Essay. **Model** *Have you ever wanted to join a group but you were not invited? I wanted to join the soccer team, but they already had too many players. It made me feel sad to be left out. Write "It made me feel sad to be left out." on the board. Then have students complete their own journal pages.*

Literary Element Text Structure

Read aloud the Literary Element. Write *first, next, then, later, and finally* on the board. Explain to students that these words are signal words that tell readers the order of events. Tell students to look for these clues when reading to help them understand the order of events. Create a brief story using each signal word. Begin with *First, the batter stepped up to the plate. Next, the pitcher threw the ball. Then, _____. Later _____. Finally, _____. Have volunteers suggest sentences to complete the story.*

Reading Strategy Monitor Comprehension

Read aloud the Reading Strategy. Tell students that good readers constantly monitor their understanding as they read. As they read, they ask themselves if the information makes sense. If not, they know how to take action to make sure they understand the information. Write a challenging sentence on the board, such as: *"The texture of the baseball was smooth, so it did not allow for a good grip."* Guide students to use the bulleted tips to monitor their comprehension and understand the meaning of the sentence.

The Shutout

Connect to the Essay

Think about a team, club, or group that you would like to belong to. How would you feel if members of the group said that you could not join the group? What would you do? Write your answers below.

	Possible answer: I would feel sad that I was left out. I would not
	feel that it was fair. I would want to know why I couldn't be in the
	group and other people could. I might get adults or teachers to
	help me.

Literary Element Text Structure

Text structure is the way a selection is organized. One common text structure is **chronological order**. Chronological order is time order. The story events happen in this order: first, next, and last.

Understanding chronological order can help you remember what you read. To identify the order, look for the following:

- dates
- signal words, such as *first, next, then, later, and finally*

Reading Strategy Monitor Comprehension

When you **monitor comprehension**, you check to make sure you understand what you are reading. To check your understanding, you can

- ask yourself "Does this make sense?"
- read the text again until you understand.
- ask questions about the reading and look for the answers.
- predict what will happen next.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

uniquely (ū nēk' lē) *adv.* in a certain and special way
This dance is **uniquely** Mexican.

rivaling (n' vəl ing) *v.* trying to be almost as good as; competing with
This new kid is **rivaling** some of the great boxers of history.

privileged (priv' ə lij d) *adj.* having a right or advantage
The older students are **privileged** to eat lunch outside.
➤ Cognate (Spanish) **privilegiado(a)**

portrayed (pōr trād') *v.* showed or pictured
The painting **portrayed** the woman as happy.

documentation (dok' yə mən tā' shən) *n.* written proof
The **documentation** supported what he said.
➤ Cognate (Spanish) **documentación**

Content Vocabulary

bases (bā' sēz) *n.* the four corners of a baseball field
Malik ran around all four **bases** during the game.
➤ Cognate (Spanish) **bases**



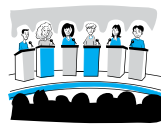
enthusiasts (en thōō' zē asts) *n.* people who are very interested in something
Walking **enthusiasts** enjoy walking often.



profit (prof' it) *n.* money that a business makes and keeps
Loc made a **profit** from selling homemade cakes.



compete (kəm pēt') *v.* to play against each other, as in a game or contest
Six students will **compete** in the contest.



voted (vōt' əd) *v.* made a choice in an election or other decision
I **voted** in the student election.
➤ Cognate (Spanish) **votar**



admit (ad mit') *v.* to include or allow to enter
The movie theater will **admit** us if we buy tickets.
➤ Cognate (Spanish) **admitir**



division (di vizh' ən) *n.* a split or breaking up into parts
A **division** of votes caused a tie for class president.
➤ Cognate (Spanish) **división**



exclude (iks klōōd') *v.* to leave out or keep out
My friends wanted to **exclude** Raquel from the party planning, but I included her.



For more practice, see page 245.

The Shutout 117

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: **Uniquely** is when something is done in a different or special way. **Example:** Thanksgiving is a **uniquely** American holiday. **Ask:** Describe something you do uniquely. **DESCRIPTION**

Rivaling means trying to be as good as another person or team, or competing with them. *Our goalie is rivaling the goalies in professional soccer.* When have you seen two competitors rivaling one another? **EXAMPLE**

A **privileged** person has an advantage or right to do something others do not. *I feel privileged to be a member of the baseball team.* What is the opposite of **privileged**? **ANTONYM**

Continue the process with **portrayed** and **documentation**.

Content Vocabulary

Bases are the four corners of a baseball field that players run to after hitting the ball. *The player ran to all of the bases after making a home run.* Would you run to the bases quickly or slowly? **EXPLANATION**

Enthusiasts are people who really like something. *Baseball enthusiasts get excited about baseball because they are very interested in it.* What are some synonyms for **enthusiasts**? **SYNONYM**

Continue the process with **profit**, **compete**, **voted**, **admit**, **division**, and **exclude**.

Vocabulary Practice

Have students complete the vocabulary practice activity on page 245.

Phonics

Long Vowel /ā/

Tell students that they are going to practice saying words with the long *a* sound. Ask students to find a content vocabulary word in which the letter *a* makes the long *a* sound (**bases**). Slowly pronounce the word, and have students raise their hands when they hear the long *a* sound. Have students say the word. Then ask students to find the selection vocabulary words with the long *a* sound (**portrayed**, **documentation**). Slowly pronounce the words and have students repeat them.

Explain to students that /ā/ sounds can be spelled *ai*, *ay*, or *a_e*, as in *stain*, *playful*, and *grape*. Have students find examples of the long *a* sound in the selection, and ask volunteers to write these words on the board. Then help students practice pronouncing each word.

Interactive Question-Response

Background Information

Read aloud the background note. Point out the two meanings of *shutout*. Ask students to think about the different uses of the term. **Ask:** *Would you want to shut out another team? Why? (Yes, it means you win and they do not score.) Would you want your team to be shut out? Why? (No, because that means you were not allowed to join or that you were unable to score any points.)*

Content Vocabulary

Read aloud the word and definition of *bases*.

Model *When I hear the term “running bases,” I think about a baseball game. Ask students to think about the shape of a baseball field. Draw a picture of a field on the board and label the bases.*

The Shutout

Background Information

In this selection, *shutout* has two meanings. In baseball, a *shutout* happens when a team does not score any runs. *Shutout* is also a metaphor for a time in United States history when African American players were “shut out” of all-white baseball teams.

bases (ba' sēz) *n.* the four corners of a baseball field



If you have **free time**, you have time to do whatever you want to do.

To Sum Up

- There are many stories in the history of baseball. Some stories are not true.
- Soldiers first batted balls and ran bases during George Washington's time.
- Baseball was not invented by a single person.

The history of baseball is difficult to trace because it is embroidered with wonderful anecdotes¹ that are fun but not necessarily supported by fact. There are a lot of myths that persist about baseball—the games, the players, the owners, and the fans—in spite of contemporary research that disproves most of them. For example, the story that West Point cadet² Abner Doubleday “invented” baseball in 1839 while at Cooperstown, New York, continues to be widely accepted, even though, according to his diaries,

¹⁰ Doubleday never visited Cooperstown. A number of records and documents show that people were playing stick-and-ball games long before the 1839 date.

Albigeance Waldo, a surgeon with George Washington's troops at Valley Forge,³ wrote in his diary that soldiers were “batting balls and running bases” in their **free time**. Samuel Hopkins Adams (1871–1958), an American historical novelist, stated that his grandfather “played baseball on Mr. Mumford's pasture” in the 1820's.

²⁰ Although baseball is a **uniquely** American sport, it was not invented by a single person. Probably the game

Vocabulary

uniquely (ū nēk' lē) *adv.* in a certain and special way

¹ **Anecdotes** are short stories about events. People tell them to entertain or to give an example.

² **West Point** is the United States Military Academy in New York. A **cadet** is a student at the academy.

³ **Valley Forge** is in Pennsylvania. George Washington and his Continental Army camped there during the winter of 1777–1778.

evolved⁴ from a variety of stick-and-ball games that were played in Europe, Asia, Africa, and the Americas for centuries and brought to the colonies by the most diverse⁵ group of people ever to populate a continent. More specifically, some historians believe baseball is an outgrowth of its **first cousin**, *rounders*, an English game. Robin Carver wrote in his *Book of Sports* (1834) that “an American version of rounders called *goal ball* was **rivaling** cricket⁶ in popularity.”

It is generally accepted that by 1845, baseball, as it is recognized today, was becoming popular, especially in New York. In that year a group of baseball **enthusiasts** organized the New York Knickerbocker Club. They tried to standardize⁷ the game by establishing guidelines for “proper play.”

The Knickerbockers’ rules set the playing field—a diamond-shaped infield with four bases (first, second, third, and home) placed ninety feet apart. At that time, the pitching distance was forty-five feet from home base and the “pitch” was thrown underhanded. The three-strikes-out rule, the three-out inning, and the ways in which a player could be called out were also specified. However, the nine-man team and nine-inning game were not established until later. Over the years, the Knickerbockers’ basic rules of play haven’t changed much.

In 1857–1858, the newly organized National Association of Base Ball Players was formed, and baseball became a business. Twenty-five clubs—mostly from eastern states—formed the Association for the purpose of setting rules and guidelines for club and team competition. The Association

Here, **first cousin** means that rounders is in the same “family” of games as baseball.

Follow along as your teacher leads the class in reading the text aloud.

enthusiasts (en thōō’ zē asts) *n.* people who are very interested in something



Literary Element

Text Structure What happened first? Check one.

- ☐ The National Association of Base Ball Players formed.
- ☐ Baseball became a successful business.
- ☒ Baseball enthusiasts formed the New York Knickerbocker Club.

To Sum Up

- People from other parts of the world brought games like baseball to the United States.
- In 1845, the New York Knickerbocker Club formed. The club set up rules for playing baseball.
- In 1857–1858, the National Association of Base Ball Players formed.

Vocabulary

rivaling (rī’ val ing) *v.* trying to be almost as good as; competing with

4. Something that has **evolved** has changed and grown slowly over time.

5. A **diverse** group is made up of different kinds of people.

6. **Cricket** is an English ball game that is a lot like baseball.

7. To **standardize** means “to make something the same everywhere.”

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Model** *Groups of people who are very interested in something are called enthusiasts. People can be sports enthusiasts, cat enthusiasts, fishing enthusiasts, and so on. Have students name another group of enthusiasts.*

Literary Element Text Structure

If students have difficulty responding: **Model** *When I look at the answers, I see they could all be true. To find the correct answer, I go back to the text. I know the events in this selection are arranged in chronological order. I can scan the text to see which event happened first. Have students share which box they checked.*

Fluency

Expression and Intonation: Pacing: Phrasing

Advanced Tell students that they will be doing a choral reading of paragraphs two and three. Remind students to read in phrases or complete sentences for clarity and not word by word. Model the fluency skill as you read the text at a moderate tempo. Then have students read the passage aloud as a group. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Tell students that they will join you in a shared reading of the first complete paragraph on this page. Direct students to follow along in their books as you model reading aloud the text. Tell students to notice the pace of your reading and how you read in phrases and complete sentences, not word by word. Reread the text again, this time encouraging students to join you in reading as much of the text as they can.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *profit*. **Model** *I know that a business makes a profit when it makes money on a product.* **Ask:** *Based on the text, how would you define a professional baseball player? (plays for profit, or money)* Have a student read aloud the word and definition of *compete*. **Model** *I know that when two teams play baseball, they compete. One team tries to get a higher score than the other team so they can win the game.* **Ask:** *What is another game in which two teams compete against each other? (football, basketball)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *How can you find the answer to the question? (scan the text for names of sports)* **Model** *The text says baseball "was not . . . equal to boxing, . . . or horse racing among the privileged landowners." What does this mean? (The wealthy did not like baseball as much as the other sports.)* Guide students to paraphrase the meaning of the sentence in their own words.

profit (prof' it) *n.* money that a business makes and keeps



compete (kəm pēt') *v.* to play against each other, as in a game or contest



Comprehension Check

Underline the sports that were more popular than baseball in the South.

To Sum Up

- By 1860, there were sixty baseball teams in the National Association of Base Ball Players.
- There were no teams from the South in the National Association of Base Ball Players.
- Baseball grew slowly during the Civil War. African Americans started to play baseball.

defined a professional player "as a person who played for money, place, or emolument (profit)."⁸ The Association also authorized an admission fee for one of the first "all-star" games between Brooklyn and New York. Fifteen hundred people paid fifty cents to see that game. Baseball was on its way to becoming the nation's number-one sport.

By 1860, the same year South Carolina seceded⁸ from the Union,⁹ there were about sixty teams in the Association. For obvious reasons none of them were from the South.

⁶⁰ Baseball's development was slow during the Civil War years, but teams continued to compete, and military records show that, sometimes between battles, Union soldiers chose up teams and played baseball games. It was during this time that records began mentioning African-American players. One war journalist noted that black players were "sought after as teammates because of their skill as ball handlers."

Information about the role of African Americans in the early stages of baseball development is slight. Several West ⁷⁰ African cultures had stick-and-ball and running games, so at least some blacks were familiar with the concept of baseball. Baseball, however, was not a popular southern sport, never equal to boxing, wrestling, footracing, or horse racing among the privileged landowners.

Slave owners preferred these individual sports because they could enter their slaves in competitions, watch the event from a safe distance, pocket the winnings, the personally never raise a sweat. There are documents to show that slave masters made a great deal of money from

Vocabulary

privileged (priv' ə lijd) *adj.* having a right or advantage

⁸ When the Southern states **seceded**, they separated from the United States of America. These states called themselves the Confederate States of America.

⁹ **Union** refers to the northern states during the American Civil War. These states fought against the Southern states, or Confederacy.

the athletic skills of their slaves.

Free blacks, **on the other hand**, played on and against integrated¹⁰ teams in large eastern cities and in small midwestern hamlets.¹¹ It is believed that some of the emancipated¹² slaves and runaways who served in the Union Army learned how to play baseball from northern blacks and whites who had been playing together for years.

After the Civil War, returning soldiers helped to inspire a new interest in baseball all over the country. Teams sprung up in northern and Midwestern cities, and naturally African Americans were interested in joining some of these clubs. But the National Association of Base Ball Players had other ideas. They **voted** in December 1867 not to **admit** any team for membership that “may be composed of one or more colored persons.” Their reasoning was as irrational¹³ as the racism that shaped it: “If colored clubs were admitted,” the Association stated, “there would be in all probability some

Here, **on the other hand** means “in contrast,” or “in a different way (from slaves).”

voted (vōt’ əd) v. made a choice in an election or other decision



admit (əd mīt’) v. to include or allow to enter



10. **Integrated** teams had both African American and white players.

11. A **hamlet** is a small village or town.

12. **Emancipated** slaves have been freed from slavery.

13. **Irrational** describes something that is not sensible or logical.

REFLECT

Monitor Comprehension

How did the Civil War help to spread baseball around the country? Reread pages 118–121 if you do not know the answer.

Possible answer: During the Civil War, emancipated slaves and runaways learned how to play baseball when they served in the Union Army. After the war, all these men returned home and brought the game with them.



Talk about your answer with a partner.

To Sum Up

- Former slaves learned baseball from Union soldiers. Free African Americans played on some baseball teams.
- After the Civil War, baseball teams formed all over the country.
- The National Association of Base Ball Players did not admit any teams with African American players.

The Shutout

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Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions for **voted** and **admit**. **Ask:** Who voted? (*National Association of Base Ball Players*) **Ask:** What did they vote to do in 1867? (*not to admit, or let in, any team with “colored persons” in the association*)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I think about the time in which these events were happening. During the Civil War, African American soldiers learned how to play baseball in the Union Army. After the war, they returned home. They brought the game with them.* Write the following sentence frames on the board to help students organize their thoughts:

African Americans played baseball _____. (during the war) After the war, _____. (they played at home)

Academic Vocabulary

Explain to students that the story tells readers that in the early years, a **policy** of the Association of Base Ball Players was to keep African American players from joining its league. Explain that a **policy** is a rule or a plan that a group uses to make decisions. **Model** *The shoe store lets buyers return shoes if the shoes do not fit. It is the store’s policy to return money to the buyer if the shoes are not the correct size.* **Ask:** Can you think of a store or a group that has a policy about something? Describe it.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *division*.

Model A *division* means a separation of something into different parts or groups. **Ask:** If there is a separation of feeling, what does that mean? (It means that there are different groups of feelings.) Read aloud the word and definition of *exclude*. Direct students to line 97. **Ask:** Do you agree that “no injury could result” from excluding African Americans? Explain. (No. It insulted them and kept them from making money.)

Comprehension Check

Ask students to share their answers. **Ask:** What “patches” or pieces make up the history of the Negro Leagues? (human drama and comedy; heroes, low pay, long bus rides)

To Sum Up

Beginning Have partners read the To Sum Up statements from pages 118–122. Have them take turns restating the events. Provide the following sentence frames for students to complete. Read the frames together before students begin the activity.

The first baseball games began _____. (in George Washington’s time) By 1845, _____. (the Knickerbocker Club made rules for baseball) Soon, African Americans _____. (began to play) After the Civil War, _____. (baseball teams were started throughout the country) But major leagues did not _____. (let African Americans play)

division (di vizh’ ən) *n.* a split or breaking up into parts



exclude (iks klood’) *v.* to leave out or keep out



Comprehension Check

Vocabulary A *patchwork* is something made of patches or pieces. Why is history of the leagues like patchwork?

It was not written down at first.

Now people have to put the

pieces together.

To Sum Up

- Major league teams kept most African Americans out.
- African Americans made their own leagues.
- Facts about the “Negro Leagues” are hard to find.

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division of feeling whereas, by excluding them no injury could result to anyone . . . and [we wish] to keep out of the convention the discussion of any subjects having a political bearing as this [admission of blacks on the Association teams] undoubtedly would.”

So, from the start, organized baseball tried to limit or exclude African-American participation. In the early days a few black ball players managed to play on integrated minor league teams. A few even made it to the majors, but by the turn of the century, black players were shut out of the major leagues¹⁴ until after World War II. That doesn’t mean African Americans didn’t play the game. They did.

Black people organized their own teams, formed leagues, and competed for championships. The history of the old “Negro Leagues” and the players who barnstormed¹⁵ on black diamonds is one of baseball’s most interesting chapters, but the story is a researcher’s nightmare. Black baseball was outside the mainstream of the major leagues, so team and player records weren’t well kept, and for the most part, the white press ignored black clubs or **portrayed** them as clowns. And for a long time the Baseball Hall of Fame didn’t recognize any of the Negro League players. Because of the lack of **documentation**, many people thought the Negro Leagues’ stories were nothing more than myths and yarns, but that is not the case. The history of the Negro Leagues is a patchwork of human drama and comedy, filled with legendary heroes, infamous owners, triple-headers, low pay, and long bus rides home—not unlike the majors.

Vocabulary

portrayed (pōr trād’) *v.* showed or pictured

documentation (dok’ yə mən tā’ shən) *n.* written proof

14. **Major leagues** are the highest, toughest level of baseball. Young players usually play on an easier **minor league** team until they become better.

15. Players who **barnstormed** traveled to small towns in the United States to play baseball games.

Differentiated Instruction

Clarify the Text Support students in understanding that African Americans were excluded from mainstream baseball.

Beginning Read aloud the text in To Sum Up as students follow along. **Ask:** Which line tells you that African American teams continued to play baseball? (They “organized... leagues, and competed for championships.”) Have students point to the line if they are not able to answer orally.

Intermediate Read the boxed text in the middle of the page. Help students understand the phrase “outside the mainstream.” **Ask:** Why did the white press ignore the black clubs? (because the black baseball clubs were outside of the mainstream)

Advanced/Advanced High Explain to students that for many years, few people knew of the history of the Negro Leagues. Ask volunteers to explain why this happened.

After You Read

The Shutout

Vocabulary Check

A. Write the correct word under the picture.

bases

compete

enthusiasts

profit



1. enthusiasts



2. compete



3. profit



4. bases

B. Write the vocabulary word that has the same meaning as the underlined word or words.

admit

division

exclude

voted

5. exclude Do not keep out Romi from the party.
6. division A separation caused a disagreement between the players.
7. admit This key will let in any guest of the hotel.
8. voted I cast my ballot for Cristina to be the student president.

C. Check the best answer to each question.

9. If baseball is a **uniquely** American sport, it is
 - ☒ a sport that began in America.
 - ☐ a sport that began in other countries.
 - ☐ very hard to play in other countries.
10. Two teams that are **rivaling** each other
 - ☐ are good friends.
 - ☐ do not know each other.
 - ☒ have about the same skill level.
11. **Privileged** landowners are
 - ☐ hard-working.
 - ☒ wealthy.
 - ☐ interesting.
12. African American teams were **portrayed** as
 - ☐ professional athletes.
 - ☒ clowns.
 - ☐ slaves.
13. There is little **documentation** on the "Negro Leagues" because
 - ☒ whites did not write about them and blacks were shut out of society.
 - ☐ they were not allowed to play baseball.
 - ☐ the players wanted to keep secrets.

The Shutout 123

Vocabulary Check

C. Advanced/Advanced High

Read each sentence stem aloud with its answer choices. Direct students to return to the text for questions they are having difficulty answering. Remind students to think about the question and how it applies to the selection.

Grammar Link

BLM

Statements with *There* and *Be*

Prepare students to complete the activity master on page A18. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

B. Intermediate

Remind students to use the information in the chart to scan for specific information in the text. Explain to students that because the text is arranged in chronological order, the first event on the chart (before 1839) is likely to be found early in the selection, while the last event (1867) will be near the end.

After Reading Have students complete the after reading activity on page 246.

The Shutout

Comprehension Check

A. Think about the essay. Then complete the sentences.

- Before 1845, people were playing games that had bats, balls, and bases.
- In 1867, the National Association of Base Ball Players voted to keep African American players out of baseball.
- African American players formed their own teams and leagues.

B. Write the events of "The Shutout" in chronological order.

Time	Event
before 1839	People played stick-and-ball games.
1845	New York Knickerbocker Club formed.
1857–1858	National Association of Base Ball Players formed.
Civil War	Union soldiers played baseball between battles.
1867	National Association of Base Ball Players excludes African American players.

C. Circle the letter of the best answer to each question.

- Who invented baseball?
 - It was invented by George Washington.
 - It was invented by the National Association of Base Ball Players.
 - ☒ It evolved from games from other cultures.
- Who taught emancipated slaves in the Union Army about baseball?
 - runaways from the south
 - the New York Knickerbocker Club
 - ☒ northern African American and white soldiers
- Why did African American players start their own leagues?
 - ☒ All-white leagues would not let them play on their teams.
 - African American players wanted better leagues.
 - Baseball fans asked for more teams.

For more practice, see page 246.



Writing Link

Fact Sheet

Explain to students that a fact sheet is a short, easy-to-read summary of key facts about a subject. Ask students to use information from the selection to write a fact sheet about the history of organized baseball in the United States. Give them the following directions:

- Your readers: sixth-graders who have not read "The Shutout"
- Your purpose: to inform other students about the development of baseball as a sport and the treatment of African Americans in baseball history. Include only the most important facts. Do not include opinions.
- Your format: Make a list or lists of bulleted facts. Do not write in paragraphs.
- The length: one page



6.7 Understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support understanding.

from *Elie Wiesel: Voice from the Holocaust*



by Michael A. Schuman

from Elie Wiesel: Voice from the Holocaust

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Oral Language

Build Background

Read the title and author. Explain that students will read a selection from Michael A. Schuman's book *Elie Wiesel: Voice from the Holocaust*. Elie Wiesel is famous for writing about a terrible time in history which he lived through. **Ask:** *Does anyone know what the Holocaust was? (an attempt by Hitler's Nazi party to kill Jewish people and others during World War II)* **Ask:** *What do you think the title, "Voice from the Holocaust," might mean? (one person's story about the Holocaust)*

Talk About the Biography

Explain that the selection is a biography, which is a story about a real person's life.

Beginning **Ask:** *Is a biography a story that is true? (yes, it is true)*

Intermediate **Ask:** *What do you think this story might tell about Elie Wiesel? Provide the following sentence frame:*

I think this story might tell about _____. (how Elie Wiesel was affected by the Holocaust)

Advanced/Advanced High Ask students to tell what they know about the Holocaust, then make predictions about the biography. **Model** *I read The Diary of Anne Frank. It is a true story about a girl and her family hiding from the Nazis. I think this will be a very serious story.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Biography

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Long Vowel /ō/

Literary Element

- Author's Purpose

Reading Skill

- Analyze Tone

Writing Link

- Paragraph

Comprehension

- Graphic Organizer BLM



Grammar Link

- Comparative and Superlative Forms of Adverbs BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Biography

Read aloud Connect to the Biography. Have partners brainstorm examples of difficult times. Then have partners tell each other about the people they know before they write their responses. **Model** *I know a woman who lived through the Holocaust. It was difficult because she was only eight years old when the Nazis took her and her family to a concentration camp, where most of her family died.* Model writing your response on the board. Then have students share what they know with each other and write their own responses.

Literary Element Author's Purpose

Read aloud the Literary Element. Invite volunteers to name books, stories, or poems that most students are familiar with. Ask questions about each author's purpose, such as: *Did the author want us to laugh when we read this book? What did the author want us to think about when we read this?*

Reading Skill Analyze Tone

Read aloud the Reading Skill. Write these sentences on the board: *One thing that bothers me is when I see litter on the ground in parks. Why don't people take the time to walk to a trash can? Are they lazy, or do they just not care?* Invite volunteers to apply the three questions in the student edition to this passage.

Connect to the Biography

Some people grow up during very difficult times. Think about difficult times and list three examples. Then tell about a person you know who has been through a difficult time.

Three examples of difficult times are Possible answers: war, earthquakes, living under an unfair government.
I know someone who lived through a war; a hurricane. It was difficult because they lost their home.

Literary Element Author's Purpose

Authors write to entertain, inform, persuade, or describe things, including emotions. Authors often write for more than one purpose. In *Elie Wiesel: Voice from the Holocaust*, one of the author's purposes is to inform readers about the life of a brave man.

Knowing the **author's purpose** can help you get more information as you read. For example, when you know the author's purpose is to inform, you can look for important facts.

As you read, ask yourself these questions:

- > What is the main reason the author wrote this selection?
- > How does the author's purpose help me learn about the text?

Reading Skill Analyze Tone

Have you ever noticed how much you can tell from the sound of someone's voice? Their **tone** of voice gives you clues about how that person feels. Authors cannot use their voices, so they set tone in different ways. They use words and details to express how they feel about the subject.

To **analyze tone**, ask yourself these questions as you read:

- > How would this sound if someone said it out loud?
- > What does the author's word choice show about the subject?
- > How does the author feel about the subject?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

distinguished (dis ting' gwisht) *adj.* someone or something that deserves respect
The distinguished scientist wins many awards for his work.

➤ Cognate (Spanish) **distinguido(a)**

achievements (ə chēv' ments) *n.* goals reached through hard work or skill
The coach is proud of the achievements of her winning team.

recognition (rek əg nish' ən) *n.* appreciation shown for an achievement, service, or merit
The mayor gives recognition to the volunteers who help clean the park.

tortured (tôr' chərd) *v.* hurt badly on purpose
The soldiers tortured the enemy prisoner to get information.

➤ Cognate (Spanish) **torturar**

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

intently (in tent' lē) *adv.* with close attention
Anabel watches her son intently as he crosses the street.



ceremonial (ser' ə mō' nē əl) *adj.* formal and linked to special occasions
The minister wears his ceremonial robe.
 ➤ Cognate (Spanish) **ceremonial**



brutal (brōōt' əl) *adj.* violent and without feeling
Many soldiers were hurt in the brutal battle.
 ➤ Cognate (Spanish) **brutal**



inferior (in fer' ē ə) *adj.* not as good as something else
This plastic purse is inferior to that leather one.
 ➤ Cognate (Spanish) **inferior**



transported (trans pōrt' əd) *v.* moved from one place to another
Gabriel transported all the food for the party in his car.
 ➤ Cognate (Spanish) **transporte**



catastrophe (kə tas' trə fē') *n.* a huge, terrible event
The flood is a catastrophe for our town.
 ➤ Cognate (Spanish) **catástrofe**



menace (men' is) *n.* someone or something that could do harm
A hurricane is a menace to people who live near the ocean.
 ➤ Cognate (Spanish) **amenaza**



denounced (di nouns'd) *v.* spoke strongly against
In her speech, Elena denounced lying and stealing.
 ➤ Cognate (Spanish) **denunciar**



For more practice, see page 247.

from Elie Wiesel: Voice from the Holocaust

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: If people are **distinguished**, they are important and worthy of respect. **Example:** The distinguished scientist won many awards **Ask:** Who is someone you know or know about who is distinguished? **EXAMPLE**

Achievements are goals that you reach. *Running the marathon was one of my biggest achievements.* Tell about one of your achievements. **EXAMPLE**

If you receive **recognition**, people praise you. *The artist received recognition for his beautiful sculptures.* How do people show recognition? **EXPLANATION**

If someone is **tortured**, he or she is hurt badly and on purpose. *During war, prisoners are sometimes tortured until they die.* Which word has the same meaning as *tortured*: *comforted* or *abused*? **SYNONYM**

Content Vocabulary

If you do something **intently**, you do it with focus and close attention. *Before the test, she studied her notes intently.* What do you do intently? **EXAMPLE**

If something is **ceremonial**, it is very formal and part of a special occasion. *We used my great-grandmother's dishes for our ceremonial holiday dinner.* Describe a ceremonial event you know about. **DESCRIPTION**

If something is **brutal**, it is violent and cruel. *The brutal king killed many people.* Which word means the opposite of *brutal*: *terrible* or *kind*? **ANTONYM**

Continue the process with *inferior*, *transported*, *catastrophe*, *menace*, and *denounced*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 247.

Phonics

Long Vowel /ō/

Tell students they are going to practice pronouncing and identifying the long vowel sound /ō/. Tell them that the long *o* sound can be spelled a number of ways, including *oa*, *ow*, *ough*, and *o_e*. Write the following words on the board: *road*, *blow*, *dough*, *close*. Read the words aloud, emphasizing the long *o* sound in each word. Have students repeat the words after you. Then have students write the words and underline the letter or letters that produce the long *o* sound in each word (*road*, *blow*, *dough*, *close*).

Have students identify the vocabulary word with the long *o* sound (*ceremonial*). Write the word on the board and help students pronounce the word. Then ask students to find other words with the long *o* sound in the first two paragraphs on page 128 (*spoken*, *podium*, *Oslo*, *both*, *Nobel*, *over*, *most*, *chosen*). Briefly explain their meanings and have students repeat them.

Interactive Question-Response

Content Vocabulary

Read aloud the word *intently* and its definition.

Ask: What words in the sentence help you know what *intently* means? (listened *intently* to every word) Read aloud the word *ceremonial* and its definition. **Ask:** The man is speaking in a ceremonial hall. What does that tell you about his speech? (It is probably important because a ceremonial hall would be used for special occasions.)

intently (in tent' lē) *adv.* with close attention



ceremonial (ser' ə mo' nē əl) *adj.* formal and linked to special occasions



Pay tribute to means "to honor in a public way."

To Sum Up

- ▶ Elie Wiesel won the Nobel Peace Prize.
- ▶ The Nobel Peace Prize is one of the world's greatest honors.
- ▶ Elie Wiesel's family lived in Rumania in the 1930s.

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from
Elie Wiesel:

Voice from
the Holocaust



The people in the audience, all **distinguished** men and women, listened intently to every word spoken by the shy, sad-eyed man standing at the podium. Except for the clicking of camera shutters, there was hardly a sound from those gathered in the ceremonial hall at the University of Oslo in Norway. They paid rapt attention to the speaker, who was talking of his experience of both horrors and honors as he accepted



podium

10 the greatest award of his life.

The lecturer was Elie Wiesel and he was receiving the Nobel Peace Prize for 1986. Nobel Prizes **pay tribute** each year to men and women whose **achievements** have affected citizens all over the world. Nobel Prizes are awarded in the sciences, literature, and economics, but the Nobel Peace Prize could be the most highly regarded of them all. Wiesel was chosen for his work as a writer, teacher, philosopher, and advocate¹ of peace.

20 There was a time in Wiesel's life when it looked as if he would never live to become an adult, let alone win such special **recognition**. Wiesel grew up in a village in Rumania² in eastern Europe with his parents and three

Vocabulary

distinguished (dis ting' gwisht) *adj.* someone or something that deserves respect
achievements (ə chēv' mants) *n.* goals reached through hard work or skill
recognition (rek əg nish' ən) *n.* appreciation shown for an achievement, service, or merit

1. An **advocate** is someone who works to make something happen.

2. **Rumania** is another way to spell Romania, which is a country in Eastern Europe.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A19.

sisters in the 1930s. In 1939, World War II broke out, and their lives were changed forever.

Most young people at age fifteen spend their time attending school, playing sports, or falling in love for the first time. But when Elie was fifteen, he and his family were taken from their home by police serving the German Nazis who had occupied Rumania. Under Adolf Hitler, who had established what was likely the most **brutal** dictatorship³ in the twentieth century, the Nazis had embarked on a course of evil that included killing all Jewish people as well as many others they considered **inferior** to themselves.

The Nazis had conquered almost all of Europe and in each of the countries they occupied, they captured Jews who were living peacefully in towns or villages and sent them to concentration camps, confined areas like prisons where they had to work as slaves. Many of the Jews were **tortured** and most were later put to death at separate death camps, which were built specifically for killing Jews and other “undesirables” like Gypsies. In many cases, the death camps were on the grounds of the larger concentration camps.

The Wiesel family was first sent to Auschwitz,⁴ a concentration camp in Poland, where Elie’s youngest sister and his mother were killed in gas chambers, small rooms filled with poisonous gas. His two older sisters were separated from the family and taken elsewhere. Meanwhile, Elie and his father were **transported** to a concentration camp in Germany called Buchenwald,⁵ where his father died from hunger and disease. It was only after the U.S. Army liberated⁶ Buchenwald three months later that Elie, then sixteen, was rescued.

Vocabulary

tortured (tôr’ chard) v. hurt badly on purpose

3. **Dictatorship** (dik’ tã’ tar ship’) is a government where one ruler has total control.

4. **Auschwitz** (oush’ vits) is a concentration camp in Poland where over 4 million people were killed.

5. **Buchenwald** (book’ an wô ld’ i) is a concentration camp in Germany.

6. When the U.S. Army **liberated** Buchenwald, they freed the prisoners there.

brutal (brōōt’ əl) *adj.* violent and without feeling



inferior (in fer’ ē ə) *adj.* not as good as something else



Comprehension Check

What happened to Elie when he was fifteen?

- ☐ He attended school, played sports, and fell in love.
- ☐ He joined the army in Rumania to help fight the Nazis.
- ☒ Police took him and his family from their home.

transported (trans pōrt’ əd) v. moved from one place to another



To Sum Up

- ▶ The Nazis tortured and killed many people, such as Jews.
- ▶ The Nazis took the Wiesel family.
- ▶ Elie was separated from his family and taken to Buchenwald.

from Elie Wiesel: Voice from the Holocaust 129

Interactive Question-Response

Content Vocabulary

Read aloud the words *brutal*, *inferior*, and *transported* and their definitions. **Ask:** Can the weather be brutal? (yes/no) **Ask:** What kind of weather events would you describe as brutal? (hurricanes, blizzards) **Ask:** Did the Nazis think Jewish people were better than them or not as good? (not as good) **Ask:** How did Elie and his father get to Buchenwald? (They were transported there.)

Comprehension Check

Ask students to share their answers. **Ask:** What conclusion can you draw about Elie and his family? Do you think they were Jewish? (yes/no) **Ask:** What part of the text helped you answer? (The text says Nazis were killing Jewish people. Nazis killed some members of Elie’s family. I think the family was probably Jewish.)

Differentiated Instruction

Clarify the Text Help students understand the Wiesel family’s experience as prisoners of the Nazis.

Beginning **Ask:** Did the Nazis treat the Wiesel family in a cruel way or a kind way? (cruel)

Intermediate Have partners read aloud the boxed text at the bottom of page 129. **Ask:** What hardships did the Wiesel family suffer? (They were separated from each other, some were killed, and the father died of hunger and disease.)

Advanced/Advanced High **Ask:** What do you think the mood was like in the concentration camps? How do you imagine Elie and the others felt? (I think people were scared and sick all of the time. They did not know what would happen to them or to the people they loved.)

Interactive Question-Response

Content Vocabulary

Read aloud the words *catastrophe*, *menace*, and *denounced* and their definitions. **Ask:** Why does the author say the Holocaust was a catastrophe? (because so many people were tortured and killed) **Ask:** How was the Nazi party a menace to peace? (It created war and promoted violence.) **Ask:** How is denounced like rejected? (Both mean “to say no to.”)

Academic Vocabulary

Invite volunteers to read aloud the last sentence of the first paragraph on page 130. **Ask:** What do you think the word *reject* means? (turn away from, refuse, stop). Have students check their guesses in a dictionary.

Literary Element Author's Purpose

If students have difficulty responding: **Model** When I want to find the author's purpose, I think about the different reasons authors write, such as to describe, entertain, inform, or persuade. I ask myself questions about the text. I also keep in mind that authors often have more than one purpose for writing. **Ask:** If an author's purpose is to entertain, the author is telling a story. Does this biography tell a story? (yes/no) **Ask:** Did the author try to persuade you to think, feel, or act a certain way? (yes/no) **Ask:** Did the author report facts? (yes/no) **Ask:** Did the author give details about a person, place, thing, or event? (yes/no)

catastrophe (kə tas' trə fē') *n.* a huge, terrible event



menace (men' is) *n.* someone or something that could do harm



denounced (di nouns'd') *v.* spoke strongly against



Literary Element

Author's Purpose Which word best describes the author's purpose?

- ☐ entertain
☒ inform
☐ persuade

To Sum Up

- ▶ Elie Wiesel wrote and talked about his life.
- ▶ He told people to work for fair treatment of all people.
- ▶ Wiesel received the Nobel Peace Prize, fifty years after a German man warned people about Hitler.

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As an adult, Wiesel used the memories of his terrifying teenage years to try to ensure that such a catastrophe would never happen again. He did so by writing books and teaching at colleges about his experiences, warning that this type of terror could be repeated if bad dictatorships were not challenged, and advocating fair treatment for all oppressed peoples of the world. A religious man, Wiesel has spent his life urging people to reject bigotry, hatred, and violence.

In fact, Wiesel is given credit as one of the first people to use the term Holocaust to describe the Nazi mass killings, a word that is accepted by most people as the official label for those murders.

As he gave his acceptance speech in Oslo, Wiesel brought his fourteen-year-old son up to the podium, to demonstrate the fact that despite years of oppression, Jews continued to survive.

There was a bit of irony in the awarding of Wiesel's 1986 prize. Exactly fifty years earlier, the Nobel Peace Prize was given to a German pacifist named Carl von Ossietzky, who had tried to warn the people of his country about the growing strength of the Nazi party and the menace to peace it represented. Many at the time, even those who were moderates, denounced the honoring of Ossietzky with the prize as being an insult to the German government. Wiesel's message about speaking out and challenging evil leaders seemed even more poignant with that anniversary in mind.

At the end of his speech, Wiesel thanked the Norwegians, who responded by applauding in gratitude. As

7. People who are **oppressed** are harmed by people with power.

8. **Bigotry** is unfairness to people who are different.

9. Something that is **poignant** (poin' yant) makes one feel sad or thoughtful.

he left the auditorium and walked out into the cold Oslo afternoon, people on the street applauded him too. Smiling, Wiesel turned to his family and friends and hugged them, realizing that his survival had meaning for humankind.

REFLECT

Analyze Tone

How would you describe the tone of this selection? Think about how the writer feels about his subject. Find some of the words the writer uses to describe Elie Wiesel and include them in your answer.

Possible answers: The tone is serious, respectful, and admiring. The writer says Elie Wiesel is shy, sad-eyed, religious, and fair, and calls him an advocate for peace.

PARTNERS

Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- Elie Wiesel's life helped the world.

from Elie Wiesel: Voice from the Holocaust 131

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements from the beginning of the selection on page 128. Then have students decide together which three events are the most important. Provide the following sentence frame for students to complete.

The most important events are when Elie and his family are taken to a concentration camp by _____, when Elie writes about _____, and when Elie is given the _____.

(The most important events are when Elie and his family are taken to a concentration camp by the Nazis; Hitler, when Elie writes about his life experiences, and when Elie is given the Nobel Peace Prize.

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *On the first page, the writer notes that the Nobel Peace Prize, the prize that Elie received, is the most highly regarded of all the Nobel Prizes. On the last page he writes that Elie realized "his survival had meaning for humankind."*

English Language Learning Strategies

Remind students of expressions they can use to request assistance or ask for clarification, such as: "Can you repeat that, please?" or "Would you please explain what you mean by that?"

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A19.

Vocabulary Check

A. Beginning

Read each word from the word bank aloud. Ask the student a yes or no question based on each word. For example, *Is this an example of a menace?* Encourage students to point to the answer, or point to each answer choice and have students answer with *yes* or *no*. Then make a statement and have students repeat as you point to the word and picture. For example, *This is a menace.*

After You Read

from *Elie Wiesel: Voices from the Holocaust*

Vocabulary Check

A. Label each picture with the word that matches it.

inferior

intently

menace

transported



1. inferior

2. menace

3. transported

4. intently

B. Replace each underlined phrase with a word.

brutal

catastrophe

ceremonial

denounced

5. Marines wear special, decorative swords on formal occasions. ceremonial

6. Olga said harsh words about that group of kids. denounced

7. A hurricane is a terrible disaster. catastrophe

8. The criminal was jailed for his violent acts. brutal

C. Write the letter of the word closest in meaning to the way each vocabulary word was used in the selection.

b 9. **distinguished**

a. sweet

b. respectable

c. empty

a 10. **tortured**

a. hurt

b. lectured

c. finished

b 11. **recognition**

a. beginning

b. honor

c. intelligence

c 12. **achievements**

a. losses

b. failures

c. accomplishments

Grammar Link

BLM

Comparative and Superlative Forms of Adverbs

Prepare students to complete the activity master on page A20. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. What important things happened to Elie Wiesel? Fill in the chart based on what you know.

Beginning

He was sent to a concentration camp.



Middle

He survived and told people about the Holocaust.



End

He won the Nobel Peace Prize.

B. Read each sentence. Then circle the letter of the word that describes the tone.

- The people in the audience, all distinguished men and women, listened intently to every word spoken by the shy, sad-eyed man standing at the podium.*
a. funny **b. respectful** c. sad
- Nobel Prizes pay tribute each year to men and women whose achievements have affected citizens all over the world.*
a. sad **b. informative** c. serious
- As an adult, Wiesel used the memories of his terrifying teenage years to try to ensure that such a catastrophe would never happen again.*
a. serious b. happy c. respectful
- Smiling, Wiesel turned to his family and friends and hugged them, realizing that his survival had meaning for humankind.*
a. informative **b. happy** c. funny

C. Complete the sentences.

- The author has many purposes for writing about Elie Wiesel. First, the author wants to
Possible answer: inform the reader by giving information about Elie Wiesel's life
- When the author talks about Elie Wiesel's life in Buchenwald, his purpose is to
Possible answer: describe what life was like for Jewish people during World War II

Comprehension Check

B. Intermediate

Read the answer choices for the first statement and review their meanings. Read the statement aloud. **Ask:** Which of the word choices describes the author's tone? (respectful) Why isn't funny a good answer? (Because the statement isn't funny. The author doesn't want us to laugh.) Continue the process with the other statements.

Writing Link

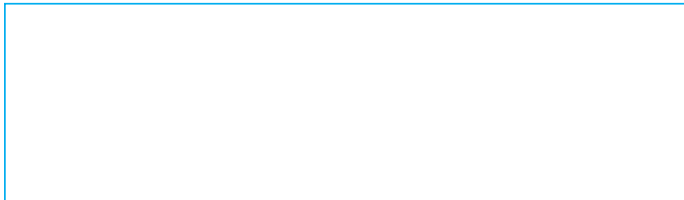
Paragraph

Students should think about the life of Elie Wiesel and how the author describes him. Have students work in small groups to list key words and phrases that describe or explain Wiesel's message to the world. Then have students use their lists to write a paragraph about his message. Invite volunteers to share their paragraphs with the class.

Write An Invitation

Write an invitation to a dinner in honor of Elie Wiesel. Explain his achievements and tell why he deserves recognition.

At the top of the invitation, draw a picture or paste a photograph from a magazine. The picture can be of Elie Wiesel, a symbol for peace or hope, or something different. When you have finished your invitation, trade with a partner and discuss your ideas.



Dear Friends,

Please join us at a dinner to honor Elie Wiesel for receiving the Nobel Peace Prize. Elie and his family were captured by the Nazis during World War II. His father, mother and sister were killed in concentration camps. After the war, Elie spent his life writing and speaking against hatred and violence.

We hope you will come and pay respect to this great man for his many achievements.



6.7 Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

Oral Language

Build Background

Read the title and author. Explain that students will read “Primary Lessons” by Judith Ortiz Cofer, an author who was born in Puerto Rico and raised in New Jersey. **Ask:** *What does the word primary mean? (main or first) How would you define a primary lesson? (a first or basic lesson that someone needs to know)*

Talk About the Autobiography

Explain that this autobiography tells about the life of the author, Judith Ortiz Cofer. She describes starting school in first grade in Puerto Rico.

Beginning **Ask:** *How did you feel the first time you went to school? (excited, scared)*

Intermediate Have students describe how they felt the first time they went to school. Provide the following sentence frame for students to complete.

On the first day of school, I felt ____ because ____.
(I felt nervous because I was used to staying at home.)

Advanced/Advanced High Have students make a list of the different emotions they might feel on the first day of school. Then have students discuss why they might feel these emotions.

Primary Lessons

by Judith Ortiz Cofer

Primary Lessons 135

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Autobiography

Vocabulary

- Selection Vocabulary
- Content Vocabulary

Phonics

- Short Vowel /i/

Literary Element

- Author’s Perspective

Reading Skill

- Analyze Cultural Context

Writing Link

- Letter

Grammar Link

- Interrogative Sentences
BLM

Word Study

- Multiple-Meaning Words
BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Autobiography

Read aloud *Connect to Autobiography*. On the board, write *New Things at School* and the numbers 1–5 below it. **Model** *One thing that was new to me on my first day of school was having to sit quietly at my desk.* Model writing your response on the list, and have volunteers suggest other responses. Then have students complete their own lists.

Literary Element Author's Perspective

Read aloud the Literary Element. Provide an example of author's perspective that students might relate to: **Model** *When a child walks into a school for the first time, everything might seem enormous. For example, the teacher's desk might look like it was built for a giant. However, the same child might return to the school as an adult and think that the same desks look tiny.* Ask students to share examples about how their perspective has changed since they have grown older. Write the following sentence frames on the board to help students organize their thoughts.

When I was a young child, I _____. Now that I am older, I _____.

Reading Skill Analyze Cultural Context

Read aloud the Reading Skill. **Ask:** *What kinds of foods, music, language, and holidays are important to you and your family?* Tell students that these are some of the things that make up the cultures people live in. Explain that looking at cultural context in a story means looking at how culture affects other parts of characters' lives.

Also explain how looking at cultural context can help you understand the author's perspective.

Connect to the Autobiography

Think about your first day of school. What events or activities seemed strange or hard to understand? Make a list of things you saw or did that were new to you.

New Things at School

Possible answers: teachers; having to sit quietly; being asked questions; the bell between classes; asking permission to leave the room

Literary Element Author's Perspective

An **author's perspective** is how the author sees the world. In an autobiography, the author is also the narrator, the person who tells the story. The narrator tells the story from the first-person point of view and uses the pronoun *I*. The narrator in the autobiography "Primary Lessons," has two perspectives. She writes as a child. But she also tells how she feels about those experiences now that she is an adult.

As you read, "Primary Lessons," figure out when the narrator tells the story as a child and when she tells the story as an adult. Ask yourself how this helps you understand the text.

Reading Skill Analyze Cultural Context

Cultural context is the way people feel and act in a certain time and place. The cultural context of "Primary Lessons" is Puerto Rico in the 1950s.

When you **analyze cultural context** it helps you understand why characters act the way they do. It also helps you understand the author's perspective. As you read, pay attention to

- > how the characters live and work.
- > the languages the characters speak.
- > what the characters feel is important.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

chaos (kā'os) *n.* total confusion and disorder
*Our house was **chaos** on the day we moved.*
 > Cognate (Spanish) **caos**

defiance (di fī' əns) *n.* refusal to obey
*Criminals act in **defiance** of the law.*

indifference (in dif' ər əns) *n.* lack of interest or concern
*The old dog showed **indifference** when he ignored the toy.*
 > Cognate (Spanish) **indiferencia**

relish (rel' ish) *v.* to enjoy something
*The children **relish** the chance to play outdoors.*

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

inhabited (in hab' it ed) *v.* lived in a place
*Thousands of buffalo once **inhabited** the United States.*
 > Cognate (Spanish) **habitar**



imagination (i maj' ə nā' shən) *n.* the power to create pictures in your mind
*You need **imagination** to write a good story.*
 > Cognate (Spanish) **imaginación**



yearning (yur' ning) *n.* a strong desire for something
*The child looked at the plate of cookies with **yearning**.*



accomplish (ə kom' plish) *v.* to do something successfully
*I feel proud when I **accomplish** something new.*



privileged (priv' ə lijəd) *adj.* with more choices or rights than other people
*Kings and queens are **privileged** people.*
 > Cognate (Spanish) **privilegiado(a)**



disrespectful (dis re' spekt' fəl) *adj.* rude; not polite
*It is **disrespectful** to interrupt a speaker.*
 > Cognate (Spanish) **irrespetuoso(a)**



communicated (ka myu' ni kāt' ed) *v.* shared thoughts with another person
*They **communicated** with each other by telephone.*
 > Cognate (Spanish) **comunicar**



incomprehensible (in' kom pri hen' sə bəl) *adj.* impossible to understand
*My sister's college math book is **incomprehensible** to me.*



For more practice, see page 248.

Primary Lessons

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **chaos**, it is total confusion and disorder. **Example:** My locker is **chaos**, and I can't find anything in it. **Ask:** What is another example of chaos? **EXAMPLE**

When someone shows **defiance**, that person refuses to obey. *When our dog showed defiance, we took him to obedience class.* What are some ways a person could show defiance? **EXPLANATION**

Continue the process with *indifference* and *relish*.

Content Vocabulary

If people **inhabited** a place, they lived there. *Native Americans inhabited North America before the European settlers.* Give an example of something that can be inhabited. **EXAMPLE**

The power to create pictures in your mind is called **imagination**. *A person with a good imagination is usually a good storyteller.* What can a good imagination help you do? **EXPLANATION**

When a person has a strong desire for something, he or she has a **yearning** for it. *The student looked outside the classroom window with yearning.* Have you ever had a yearning to do something? **EXPLANATION**

When you **accomplish** something, you do it successfully. *Juan wants to accomplish many things in life.* Describe something that you want to accomplish. **DESCRIPTION**

Continue the process with *privileged*, *disrespectful*, *communicated*, and *incomprehensible*.

Vocabulary Practice

Have students complete the vocabulary practice activity on p. 248.

Phonics

Short Vowel /i/

Tell students they are going to practice using the vowel sound /i/ spelled with the letter *i*. Explain to students that the letter *i* makes the /i/ sound in many English words and that /i/ is the most common way to pronounce the letter *i*. Ask students to find vocabulary words with the /i/ sound spelled *i* (*indifference*, *relish*, *inhabited*, *imagination*, *accomplish*, *privileged*, *disrespectful*, *incomprehensible*). Slowly pronounce the words and have students give a thumbs up signal when they hear the /i/ sound. Then have students say the word.

Then have students practice recognizing the relationship between the short *i* sound and the letter *i* when writing. Slowly pronounce the following words and ask students to write each word: *slip*, *bin*, *film*.

Interactive Question-Response

Background Information

Read aloud the background note. Point to Puerto Rico on a map or globe. Explain that Puerto Rico is a United States Commonwealth, which means that it is a United States Territory. Point out that Puerto Rico is not a state.

Content Vocabulary

Read aloud the word and definition for *inhabited*. Then have a student read aloud the sentence containing *inhabited*. Explain that the author uses figurative language in this sentence to describe how the children look in their school clothes. The author compares the children to wild animals, saying that they look like wild animals that live in the “crisply ironed uniforms.” **Ask:** *Why are the students compared to wild animals? (They had become wild from spending the summer “running wild in the sun.”)*

Background Information

- “Primary Lessons” takes place in Puerto Rico in the late 1950s.
- Puerto Rico is an island about one thousand miles southeast of Florida.
- Puerto Rico has two official languages: Spanish and English.
- All Puerto Ricans are United States citizens.

How does this background knowledge help you understand the reading? Discuss this question with a partner, and draw a picture of Puerto Rico or the United States.

inhabited (in hab' it ed) *v.* lived in a place



To Sum Up

- The narrator lives in Puerto Rico.
- It is her first day of school.
- She wants to stay at home.

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Primary Lessons

My mother walked me to my first day at school at La Escuela Segundo Ruiz Belvis,¹ named after the Puerto Rican patriot born in our town. I remember yellow cement with green trim. All the classrooms had been painted these colors to identify them as government property. This was true all over the Island. Everything was color-coded, including the children, who wore uniforms from first through twelfth grade. We were a midget army in white and brown, led by the hand to our battleground. From practically every house in our barrio² emerged a crisply ironed uniform inhabited by the wild creatures we had become over a summer of running wild in the sun.

At my grandmother's house where we were staying until my father returned to Brooklyn Yard in New York and sent for us, it had been complete **chaos**, with several children to get ready for school. My mother had pulled my hair harder than usual while braiding it, and I had dissolved into a pool of total self-pity. I wanted to stay home with her and *Mamá*, to continue listening to stories in the late afternoon, to drink *café con leche*³ with them, and to play rough games with my many cousins. I wanted

Vocabulary

chaos (kă' os) *n.* total confusion and disorder

1. *La Escuela* means “the school” in Spanish. *Segundo Ruiz Belvis* fought for Puerto Rico's independence.
2. A *barrio* is a Hispanic neighborhood.
3. *Café con leche* is coffee with milk.

to continue living the dream of summer afternoons in Puerto Rico, and if I could not have that, then I wanted to go back to Paterson, New Jersey, back to where I imagined our apartment waited, peaceful and cool for the three of us to return to our former lives. Our gypsy lifestyle had convinced me, at age six, that one part of life stops and waits for you while you live another for a while—and if you don't like the present, you can always return to the past.

Buttoning me into my stiff blouse while I tried to squirm away from her, my mother tried to explain to me that I was a big girl now and should try to understand that, like all the other children my age, I had to go to school.

"What about him?" I yelled pointing at my brother who was lounging on the tile floor of our bedroom in his pajamas, playing quietly with a toy car.

"He's too young to go to school, you know that. Now stay still." My mother pinned me between her thighs to button my skirt, as she had learned to do from *Mamá*, from whose grip it was impossible to escape.

"It's not fair, it's not fair. I can't go to school here. I don't speak Spanish." It was my final argument, and it failed miserably because I was shouting my defiance in the language I claimed not to speak. Only I knew what I meant by saying in Spanish that I did not speak Spanish. I had spent my early childhood in the U.S. where I lived in a bubble created by my Puerto Rican parents in a home where two cultures and languages became one. I learned to listen to the English from the television with one ear while

Vocabulary

defiance (di fī' əns) *n.* refusal to obey



Literary Element

Author's Perspective Reread the boxed text at the top of the page. Circle the words that show the narrator is using the first-person point of view. Then underline the words that tell you the author is writing from her childhood perspective. Why is this a childlike perspective on life?

Possible answer: She doesn't

see any of the hard parts of her

family's "gypsy lifestyle," because

her parents take care of those

things. Also, her ideas about

returning to the past are not

realistic. They come from a child's

imagination.

To Sum Up

- The narrator wants to go back to New Jersey.
- She argues with her mother.
- She says she cannot go to school because she does not speak Spanish.

Interactive Question-Response

Literary Element Author's Perspective

If students have difficulty responding: **Model** To answer this question, I think about the author who is writing this story. I can tell she is writing from a first-person perspective because she uses the word "I." Here she is an adult thinking about her childhood. In her memory, she is only in first grade but has already moved back and forth between Puerto Rico and New Jersey. She is saying that life stops and waits for you—so she thinks nothing is changing in New Jersey while she is in Puerto Rico. She thinks things will be exactly the same when she goes back. **Ask:** How can you tell she is writing from a first-person point of view? (She uses the word "I.") **Ask:** How do you know she is writing from a child's perspective? (A child might think that things will always be the same.) **Ask:** How is this different from how an older person thinks? (An older person realizes that things change over time.)

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements on pages 138–139. Then have students summarize the main points of the story so far. Provide the following sentence frame to help students organize their thoughts:

The author lives in ____ with her ____ and ____.
She wants to return to ____.

(The author lives in Puerto Rico with her mother and grandmother. She wants to return to her home in New Jersey.)

Differentiated Instruction

Clarify the Text Help students understand why the author says in Spanish that she cannot speak Spanish.

Beginning **Ask:** Is the author excited to start school in Puerto Rico? (no)

Explain that the author speaks Spanish and likes spending the summer in Puerto Rico, but she does not want to go to school there.

Intermediate **Ask:** How do you know that the author can speak Spanish? (She says, "I knew what I meant by saying in Spanish that I did not speak Spanish.")

Explain that the author said she did not know Spanish because she did not want to go to school.

Advanced/Advanced High Explain to students what the author meant when she writes, "the language I claimed not to speak." **Ask:** Why does the author claim not to know Spanish when she does know the language? (She doesn't want to go to school.)

Interactive Question-Response

Content Vocabulary

Have a student read the sentence containing the Content Vocabulary word *imagination*, in the last paragraph. Explain that the idiom *to keep in check* means “to control.” **Ask:** *Why does the author think she will need to control her imagination? (She thinks she will not be able to use her imagination in school.)*

Look for the words *I*, *to*, and *not* on the page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

imagination (i maj' ə nā' shən) *n.*
the power to create pictures in
your mind



To Sum Up

- The narrator speaks both Spanish and English.
- She thinks school will end her freedom.

50 I heard my mother and father speaking in Spanish with the other. I thought I was an ordinary American kid—like the children on the shows I watched—and that everyone's parents spoke a secret second language at home. When we came to Puerto Rico right before I started first grade, I switched easily to Spanish. It was the language of fun, of summertime games. But school—that was a different matter.

I made one last desperate attempt to make my mother see reason: “Father will be very angry. You know 60 that he wants us to speak good English.” My mother, of course, ignored me as she dressed my little brother in his playclothes. I could not believe her **indifference** to my father's wishes. She was usually so careful about our safety and the many other areas that he was forever reminding her about in his letters. But I was right, and she knew it.

Our father spoke to us in English as much as possible, and he corrected my pronunciation constantly—not “jes” but “y-es.” Y-es, sir. How could she send me to school to learn Spanish when we would be returning to Paterson in 70 just a few months?

But, of course, what I feared was not language, but loss of freedom. At school there would be no playing, no stories, only lessons. It would not matter if I did not understand a word, and I would not be allowed to make up my own definitions. I would have to learn silence. I would have to keep my wild imagination in check. Feeling locked into my stiffly starched uniform, I only sensed all this. I guess most children can intuit⁴ their loss of childhood's freedom on that first day of school. It is separation anxiety⁵ too, but

Vocabulary

indifference (in dif' ə r ə ns) *n.* lack of interest or concern

4. When you **intuit** something, no one explains it to you; you just know it.

5. **Separation anxiety** is feeling afraid when you are away from people you love.

mother is just the guardian of the “playground” of our early childhood. 80

The sight of my cousins in similar straits⁶ comforted me. We were marched down the hill of our barrio where *Mamá’s* robin-egg-blue house stood at the top. I must have glanced back at it with yearning. *Mamá’s* house—a place built for children—where anything that could be broken had already been broken by my grandmother’s early batch of offspring (they ranged in age from my mother’s oldest sisters to my uncle who was six months older than me). Her house had long since been made child-proof. It had 90 been a perfect summer place. And now it was September—the cruelest month for a child.

La Mrs., as all the teachers were called, waited for her class of first-graders at the door of the yellow and green classroom. She too wore a uniform: it was a blue skirt and a white blouse. This teacher wore black high heels with her “standard issue.” I remember this detail because

6. Here, *straits* means “a difficult situation.”

REFLECT

Analyze Cultural Context

The author spends her early childhood in the United States. Then she moves to Puerto Rico. She speaks both English and Spanish. How does this background affect her?

Possible answer: She thinks she is an ordinary

American kid. When she moves to Puerto Rico, she

switches easily to speaking Spanish. But her father

still wants her to speak good English.



Talk about your answer with a partner.

yearning (yur' ning) *n.* a strong desire for something



Literary Element

Author's Perspective The author says “I must have glanced back at it with yearning.” From what perspective is the author speaking here? How do you know?

She is speaking from her adult

perspective. She is guessing

about what she did and felt a

long time ago.



Comprehension Check

Reread the boxed text. Why is September a *cruel* month for children?

September is cruel because

school starts in September.

To Sum Up

- She sees her cousins go to school, too.
- She feels better because she is not alone.
- She meets *La Mrs.*, her teacher.

Interactive Question-Response

Content Vocabulary

Have students read aloud the word and definition for *yearning*. **Ask:** *Why does the author look back at the house with yearning? (She wants to return to the house.) Ask: Why does she feel this way? (She thinks the house was the perfect place to play in the summer.)*

Literary Element Author's Perspective

If students have difficulty responding: **Model** *When I read the sentence, I notice that the author is thinking about how she might have reacted when her mother sent her to school. The author is thinking about this event from the perspective of an adult. Ask: What is the author describing in this sentence? (how she might have felt looking back at her grandmother's house)*

Comprehension Check

Ask students to share their answers. **Ask:** *Do you agree with the author's perspective? (yes) Ask: Why or why not? (I think that going back to school is hard. I love learning interesting things.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about the places in the text when the author mentions speaking English and Spanish. I recall that the author mentions the languages her family speaks when she describes her life in the United States. She says that she thinks of herself as an “ordinary American kid.”* Write the following sentence frames on the board to help students organize their thoughts:

The author speaks both ____ (English) and ____ (Spanish) Knowing this, she thought of herself as ____ (an ordinary American kid)

Have students find other examples in the text that give clues to how the author's background affects her.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *accomplish*. Then read aloud the sentence that begins at line 115. **Ask:** *What does it mean to accomplish a task? (to do the task successfully)* **Ask:** *What was the Department of Education trying to accomplish? (to “Americanize” Puerto Rico.)*

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements on pages 140–142. Then have students work together to complete the following sentence frames.

The author argues with her mother, because ____.
Then, the author feels better because ____.
At school, English is the first lesson because ____.

(The author argues with her mother because she thinks school will end her freedom. Then, the author feels better because she sees her cousins go to school and doesn’t feel alone. At school, English is the first lesson because all students in Puerto Rico have to learn English.)

accomplish (ə kom’ plish) *v.* to do something successfully



To Sum Up

- ▶ The narrator’s father sang songs in English, but did not understand them.
- ▶ All students in Puerto Rico learn English.

142

when we were all seated in rows she called on one little girl and pointed to the back of the room where there were shelves. She told the girl to bring her a shoebox from the bottom shelf. Then, when the box had been placed in her hands, she did something unusual. She had the little girl kneel at her feet and take the pointy high heels off her feet and replace them with a pair of satin slippers from the shoebox. She told the group that every one of us would have a chance to do this if we behaved in her class. Though confused about the prize, I soon felt caught up in the competition to bring *La Mrs.* her slippers in the morning. Children fought over the privilege.

Our first lesson was English. In Puerto Rico, every child has to take twelve years of English to graduate from school. It is the law. In my parents’ schooldays, all subjects were taught in English. The U.S. Department of Education had specified that as U.S. territory, the Island had to be “Americanized,” and to accomplish this task, it was necessary for the Spanish language to be replaced in one generation through the teaching of English in all schools. My father began his school day by saluting the flag of the United States and singing “America” and “The Star-Spangled Banner” by rote,⁷ without understanding a word of what he was saying.⁸ The logic behind this system was that, though the children did not understand the English words, they would remember the rhythms. Even the games the teacher’s manuals required them to play became absurd adaptations.⁸ “Here We Go Round the Mulberry Bush” became “Here We Go Round the Mango

7. If you do something **by rote**, you do it automatically, or without thinking about it.
 8. **Absurd adaptations** means “changes that do not make sense.”

Differentiated Instruction

Clarify the Text Help the students understand that the Department of Education required Puerto Rican students to take English in order to “Americanize” them.

Beginning Read the first bullet in To Sum Up. **Ask:** *Do all students in Puerto Rico schools have to learn English? (yes.)* Explain to students that the U.S. government wanted to make Puerto Rico more like the United States.

Intermediate Have students read aloud the boxed text on page 142. **Ask:** *How did the Department of Education try to Americanize the people of Puerto Rico? (by teaching English in all the schools)*

Advanced/Advanced High Have students read aloud the sentence that begins at line 110. **Ask:** *Why did the U.S. government want Puerto Ricans to be more like Americans living in the U.S.? (The government wanted Puerto Ricans to support the U.S.)*

Tree.” I have heard about the confusion caused by the use of a primer⁹ in which the sounds of animals were featured. The children were forced to accept that a rooster says cockadoodledoo, when they knew perfectly well from hearing their own roosters each morning that in Puerto Rico a rooster says cocorocó. Even the vocabulary of their pets was changed; there are still family stories circulating about the bewilderment of a first-grader coming home to try to teach his dog to speak in English. The policy of assimilation by immersion¹⁰ failed on the Island. Teachers adhered to it on paper, substituting their own materials for the texts, and no one took their English home. In due time, the program was minimized¹¹ to the one class in English per day that I encountered when I took my seat in *La Mrs.*’s first-grade class.

Catching us all by surprise, she stood very straight and tall in front of us and began to sing in English: “Pollito—Chicken, Gallina—Hen, Lápiz—Pencil, Y Pluma—Pen.”

“Repeat after me, children: Pollito—Chicken,” she commanded in her heavily accented English that only I understood, being the only child in the room who had ever been exposed to the language. But I too remained silent. No use making waves, or **showing off**. Patiently *La Mrs.* sang her song and gestured for us to join in. At some point it must have **dawned on** the class that this silly routine was likely to go on all day if we did not “repeat after her.” It was not her fault that she had to follow the rule in her teacher’s manual stating that she must teach English in



Comprehension Check

Vocabulary Some of the words you use in English are actually words from another language. For example, *siesta* and *rodeo* are Spanish words. Write what they mean. Use one in a sentence.

Possible answer: Siesta

means to nap. A rodeo is a

contest with wild horses. I like

to take a siesta on Saturday

afternoons.

Showing off means “trying to get attention.”

Dawned on means “became clear to.”

To Sum Up

- *La Mrs.* sings in English.
- She wants the class to repeat what she sings.

Interactive Question-Response

Literary Element Author’s Perspective

If students have difficulty responding: **Model** *To answer this, I reread the boxed text to see how the author describes La Mrs.’s lesson. I notice that she uses the word silly to describe La Mrs.’s routine. Ask: How does the author react to the lesson as a child? (At first she is surprised, but then she stays quiet.) As a child, does she think the lesson is silly? (yes) Read aloud the sentence that begins at line 149. Explain that as an adult the author better understands why La Mrs.’s lesson seemed silly. Ask students to discuss whether this shows that the author’s perspective has changed as an adult.*

Comprehension Check

If students have difficulty responding, suggest that they re-read the boxed text. Then have students work in pairs and talk about what happened in class. Ask them if the students would behave differently if they understood English.

9. A **primer** is a book that helps children learn to read.

10. The **policy of assimilation by immersion** was a way of teaching English by letting the teachers speak only English in class.

11. **Minimized** means “made smaller.”

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *privileged*. Then have a student read aloud the first two sentences in the paragraph that begin at line 161. Point out that *nueva* is the Spanish word for “new.” **Ask:** *Why does the teacher think the author is privileged? (Her family has lived in New York and her father is in the Navy.)*

Comprehension Check

Have students share their answers. Then have students identify words in the text that show why the author was the teacher’s favorite student. (*privileged, father lives in New York, in Navy, father’s name landed people and money*)

The **teacher’s pet** is the student the teacher likes best.

privileged (priv’ ə līj) *adj.* with more choices or rights than other people



Comprehension Check

Why is the author the *teacher’s pet*? Check one.

- ☐ The author is one of the common people.
- ☐ The author is *La Mrs.*’s sister.
- ☒ Her father’s family was once rich and important.

To Sum Up

- *La Mrs.* treats the narrator better because she lived in New York.
- She thinks that some people are treated better because of their jobs and their family.

144

English, and that she must not translate, but must repeat her lesson in English until the children “begin to respond” more or less “unconsciously.” This was one of the vestiges of the regimen followed by her predecessors¹² in the last generation. To this day I can recite “Pollito—Chicken”¹⁶⁰ mindlessly, never once pausing to visualize chicks, hens, pencils, or pens.

I soon found myself crowned “**teacher’s pet**” without much effort on my part. I was a privileged child in her eyes simply because I lived in “Nueva York,” and because my father was in the Navy. His name was an old one in our pueblo, associated with once-upon-a-time landed people and long gone money. Status is judged by unique standards in a culture where, by definition, everyone is a second-class citizen. Remembrance of past glory is as good as titles and money. Old families living in decrepit old houses rank over factory workers living in modern comfort in cement boxes—all the same. The professions¹³ raise a person out of the dreaded “sameness” into a niche of status, so that teachers, nurses, and everyone who went to school for a job were given the honorifics of *El Mister* or *La Mrs.*¹⁴ by the common folks, people who were likely to be making more money in American factories than the poorly paid educators and government workers.

My first impression of the hierarchy¹⁵ began with my teacher’s shoe-changing ceremony and the exaggerated respect she received from our parents. *La Mrs.* was always right, and adults scrambled to meet her requirements. She

¹² *Vestiges of the regimen followed by her predecessors* means “what was left of the old way of doing things.”

¹³ *The professions* are jobs that require special training, such as law, medicine, and education.

¹⁴ In Spanish, adding *La* (which means “the”) to *Mrs.* is a sign of respect.

¹⁵ A *hierarchy* is a way of ranking people.

Word Study

BLM

Multiple-Meaning Words

Prepare students to complete the activity master on page A21. Point out the word *pens* in line 161. Explain and demonstrate with pictures on the board that this word has more than one meaning (an instrument used for writing, a small area where animals are kept). Continue with the words *last*, *can*, and *right*, in lines 158, 159, and 182. Have students work with a partner to choose a word and write sentences for each different meaning of the word. Then have students practice multiple-meaning words by completing the activity on page A21.

wanted all our schoolbooks covered in the brown paper now, used for paperbags (used at that time by the grocer to wrap meats and other foods). That first week of school the grocer was swamped with requests for paper which he gave away to the women. That week and the next, he wrapped produce in newspapers. All school projects became family projects. It was considered disrespectful at Mamá's house to do homework in privacy. Between the hours when we came home from school and dinner time, the table was shared by all of us working together with the women hovering in the background. The teachers communicated directly with the mothers, and it was a matriarchy¹⁶ of far-reaching power and influence.

There was a black boy in my first-grade classroom who was also the teacher's pet but for a different reason than I: I did not have to do anything to win her favor; he would do anything to win a smile. He was as black as the cauldron that Mamá used for cooking stew and his hair was curled

16. In a **matriarchy** women have the most power and make rules.

REFLECT

Analyze Cultural Context

The author describes how students did homework in her community. What does this tell you about the importance of school in Puerto Rican culture during her childhood?

Possible answer: Schooling was very important to families. The parents were very involved.



Talk about your answer with a partner.

disrespectful (dis' rē spekt' fəl)
adj. rude; not polite



communicated (kə myū' ni kāt' ed) v. shared thoughts with another



Comprehension Check

Who is in charge of schoolwork at the author's home? Underline the words that give the answer.

To Sum Up

- The children do schoolwork at the kitchen table.
- Mothers speak with teachers and make sure that children do their work.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for *disrespectful*. **Ask:** *Was it considered polite to do homework in privacy? (no)* **Ask:** *Why not? (the author lived in a house where everyone was supposed to work together.)* Have a student read aloud the word and definition for *communicated*. Explain that speaking is one of the common ways that people share thoughts directly.

Comprehension Check

If students have difficulty responding, have them reread the boxed text. Point out the word hovering, and explain that the women are paying close attention to their work. Then point out the footnote for the word matriarchy. **Ask:** *What does the author mean when she says, "it was a matriarchy of far-reaching power and influence"? (The women had a lot of power and made the rules, both in school and in the families.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this question, I will reread the boxed text. The author says it is disrespectful to do homework in privacy. This means that the family does homework together. Also, the family is very involved in school projects. Write the following sentence frames on the board to help students organize their thoughts:*

School was ____ to Puerto Rican families. I know this because ____, and ____.

(School was very important to Puerto Rican families. I know this because the family works on their homework together and because the family is very involved in school projects.)

English Language Learning Strategies Remind students that they can ask for synonyms to help clarify words or expressions they do not understand. Provide the following example for students: "What is another word or phrase for 'culture'?" (*customs; traditions; way of life*)

Interactive Question-Response

Content Vocabulary

Read aloud sentence containing the Content Vocabulary word *incomprehensible*, beginning at line 215. Point out that the words “o beautiful for spacious skies” are from the song “America the Beautiful.” **Ask:** *What does the author think is incomprehensible? (the song that the class sings)* **Ask:** *Why is it incomprehensible? (The students cannot understand the words they are singing.)*

incomprehensible (in' kom pri hen' sə bəl) *adj.* impossible to understand



To Sum Up

- The narrator remembers a poor child named Lorenzo.
- The school chooses the speaker to host a PTA show.

146

into tight little balls on his head—*pasitas*,¹⁷ like little raisins glued to his skull, my mother had said. There had been some talk at *Mamá's* house about this boy; Lorenzo was his name. I later gathered that he was the grandson of my father's nanny. Lorenzo lived with Teresa, his grandmother, having been left in her care when his mother took off for “Los Nueva Yores” shortly after his birth. And they were poor. Everyone could see that his pants were too big for him—hand-me-downs—and his shoe soles were as thin as paper. Lorenzo seemed unmindful of the giggles he caused when he jumped up to erase the board for *La Mrs.* and his baggy pants rode down to his thin hips as he strained up to get every stray mark. He seemed to **relish** playing the little clown when she asked him to come to the front of the room and sing his phonetic¹⁸ version of “o-bootifool, forpashios-keeis” leading the class in our incomprehensible tribute to the American flag. He was a bright, loving child, with a talent for song and mimicry¹⁹ that everyone commented on. He should have been chosen to host the PTA show that year instead of me.

At recess one day, I came back to the empty classroom to get something, my cup? My nickel for a drink from the kioskman?²⁰ I don't remember. But I remember the conversation my teacher was having with another teacher. I remember because it concerned me, and because I memorized it so that I could ask my mother to explain what it meant.

“He is a funny *negrito*, and, like a parrot, he can repeat anything you teach him. But his *mamá* must not have the money to buy him a suit.”

Vocabulary

relish (rel' ish) *v.* to enjoy something

17. *Pasitas* is Spanish for “raisins.”

18. *Phonetic* means “having to do with speech sounds.”

19. *Mimicry* is the act of copying what someone else says or does.

20. A *kiosk* is a small open building like a newsstand. A *kioskman* is a man who works in a kiosk.

Differentiated Instruction

Clarify the Text Help the students understand why the teachers chose the author to host the PTA show instead of Lorenzo.

Beginning Read aloud the second bullet in To Sum Up. **Ask:** *Who is chosen to host the PTA show? (the author)* Explain that the teachers do not choose Lorenzo because he is poor and doesn't have a suit.

Intermediate Have partners read aloud the boxed text on page 146. Then have them complete this sentence frame. *The author thinks Lorenzo deserves to host the PTA show because _____. (he is bright and has a talent for mimicry)*

Advanced/Advanced High Encourage students to reread the conversation the two teachers have on pages 146–147. **Ask:** *What do the teachers at school value more than talent? (They value money and looks more than talent.)*

"I kept Rafaelito's First Communion suit; I bet Lorenzo could fit in it. It's white with a bow-tie," the other teacher said.

"But, Marisa," laughed my teacher, "in that suit, Lorenzo would look like a fly drowned in a glass of milk." Both women laughed. They had not seen me crouched at the back of the room, digging into my schoolbag. My name came up then.

"What about the Ortiz girl? They have money."

"I'll talk to her mother today. The superintendent, *El Americano* from San Juan, is coming down for the show. How about if we have her say her lines in both Spanish and English."



crinoline
petticoats

The conversation ends there for me. My mother took me to Mayagüez²¹ and bought me a frilly pink dress and two crinoline petticoats to wear underneath so that I looked like a pink and white parachute with toothpick legs sticking out. I learned

my lines, "Padres, maestros, Mr. Leonard, bienvenidos²²/ Parents, teachers, Mr. Leonard, welcome . . ." My first public appearance. I took no pleasure in it. The words were formal and empty. I had simply memorized them. My dress pinched me at the neck and arms, and made me itch all over.

I had asked my mother what it meant to be a "mosca en un vaso de leche,"²³ a fly in a glass of milk. She had laughed at the image, explaining that it meant being "different," but it wasn't something I needed to worry about.

21. *Mayagüez* is a city in Puerto Rico.

22. *Padres* (pa' dras), *maestros* (mis' trós), *bienvenidos* (byen' ve nē' dōs)

23. *Mosca en un vaso de leche* (mos' ka en oñ vá sō dá la' cha)



Comprehension Check

Why don't they choose Lorenzo to host the PTA show?

- ☐ He sings badly.
☐ He is too thin.
☒ He is poor.

To Sum Up

- ▶ The narrator's mother buys her a fancy dress.
- ▶ The narrator gives a speech at the PTA show.
- ▶ She does not feel good about the speech.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Where does the author go to school during the autobiography?
2. Why doesn't she want to go to school?
3. Why do the first graders learn English?
4. Where did the children do their homework?
5. Why does La Mrs. treat the author better than the other children?

Interactive Question-Response

Comprehension Check

Ask students to share their answers. Have students identify words in the text that support their answer. (*poor, not have money to buy a suit*) **Ask:** Why does the author think Lorenzo should have been chosen to host the PTA show? (*Lorenzo was a good singer, and he could mimic anything.*)

Point out the use of formal English on this page when the author addresses the audience, "Padres, maestros, Mr. Leonard, bienvenidos/ Parents, teachers, Mr. Leonard, welcome . . ." Discuss uses of "Mr.," "Mrs.," "Miss," and "Ms." when addressing certain adults. Have students share examples of how they use these titles with people in their own lives and explain why they do so in those situations. Then have students describe more informal situations when it might not be appropriate to use "Mr.," "Mrs.," "Miss," and "Ms.," such as with close friends or family members.

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements on pages 143–147. Then have students work together to complete these sentence frames.

La Mrs. treats the author better because ____ and because ____. *The author is chosen to ____.*

(La Mrs. treats the author better because the author lived in New York and because of her family's jobs and history. The author is chosen to host the PTA show.)

Vocabulary Check

B. Intermediate

Review the definition for each word. Have students read both *a.* and *b.* statements. Tell students to choose the sentence that seems to be closest to the definition of the vocabulary word. Write the following sentence frame on the board.

The best example of ___ is ___ because ___.

As an example, complete the first question using the sentence frame. **Model** First, I can read the definition of *inhabited*, which is "lived in a place." Then I can read both of the sentences and select the one that seems closest to the definition of *inhabited*. I'll use the sentence frame to help me. The best example of *inhabited* is "an island with many birds living on it."

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which person is being **disrespectful**?



3. Which person **communicated**?



2. Which person is using her **imagination**?



4. Which problem seems **incomprehensible**?



B. Circle the letter of the best example of the word.

5. **inhabited**

- a. an island with many birds living on it
- b. an island that is deserted

6. **yearning**

- a. someone who does not have any hobbies
- b. someone who enjoys traveling

7. **accomplish**

- a. eating dinner
- b. learning how to ride a bicycle

8. **privileged**

- a. waiting in line at the museum
- b. being brought to the front of the line at the museum

C. Read the words at the left. Circle the word or phrase that has almost the same meaning.

- 9. **chaos** Her bedroom was in a state of total (order) (disorder).
- 10. **defiance** He showed his (respect for) (disrespect for) authority by not doing his homework.
- 11. **indifference** Her (concern) (lack of concern) hurt my feelings.
- 12. **relish** They (like) (dislike) the idea of seeing a show.

Grammar Link

BLM

Interrogative Sentences

Prepare students to complete the activity master on page A22. Read the grammar instruction with students and complete the first item with them to help them get started.

Primary Lessons

Comprehension Check

A. What happens in "Primary Lessons"? Use the diagram to tell the main events in order.

Beginning

author, age six, being walked to school by mother



Middle

author doing homework around Mamá's table



End

author delivering speech at PTA show

B. Think about "Primary Lessons." Then complete each sentence below.

- As a child, the author thought *La Mrs.*'s English lesson was foolish and silly.
- As an adult, the author thinks *La Mrs.*'s English lesson was a bad way to teach English.
- As a child, the author felt that her part in the PTA show was formal, memorized, and not interesting.
- As an adult, the author realizes that she was chosen because her mother could afford to buy her a new dress.

C. Think about "Primary Lessons." Then circle the letter of the best answer.

- The author resists going to school because she
 - ☒ a. does not want to give up her freedom.
 - b. thinks she is already smart.
 - c. does not know English.
- The author is telling a story that
 - a. is entertaining.
 - ☒ b. really happened.
 - c. she wished had happened.
- The author thinks that Puerto Rico in the 1950s was
 - a. the best place to live.
 - b. a dangerous place.
 - ☒ c. silly in its system of ranking people.
- The author's overall school experience was probably
 - a. wonderful.
 - ☒ b. not very useful.
 - c. exciting.

Comprehension Check

B. Intermediate

Encourage students to look back at the text to find the answers. Complete the first two items as an example. **Model** *I can read the first two items to find out that both sentences have to do with the author's opinion about La Mrs.'s English lesson. If I look back at the selection, I know that the author talks about the English lesson on pages 143–144. When I reread that passage, I find out that the author says that she thinks La Mrs.'s routine is silly. But when I read on, I find out that, as an adult, the author understands that La Mrs. was only following a rule in her teaching manual. I can use this information to complete these sentences.* Encourage students to use the same technique for the rest of the questions.

Writing Link

Letter

Have students discuss their reactions to the autobiography. Ask students to think of questions they would like to ask the author. Write these questions on the board. Then ask students to describe their personal connections with the autobiography. Have students select two or three questions or comments from the list on the board. Then ask them to write letters to the author using these ideas. Invite volunteers to share their letters with the class.

Write a Diary Entry

Imagine you are the author of the autobiography. Write a diary entry about your first day of school. Think about the cultural context of the autobiography as you write your answers.

Dear Diary,

I started school today. I am not in New York. I am going to school in Puerto Rico

Mother and I are still staying with Mamá

Mother helped me get dressed. I put up a fight. I did this because I didn't want to go to school; I wanted summer to go on and on. I am in La Mrs.'s first-grade class. This is what I think of it: I think La Mrs.'s lessons are silly

How do I feel about school? So far, I think our English class is not the best way for us to learn English ; I like Lorenzo because he is funny; school is okay because I am the "teacher's pet"

Oral Language

Build Background

Read the titles and author. Explain that students will read “Eleanor Roosevelt” by William Jay Jacobs and “In Eleanor Roosevelt’s Time.” **Ask:** *What do you know about Eleanor Roosevelt? (She was the president’s wife; she worked for human rights.)*

Talk About the Biography and Timeline

Tell students that the selections are about the life of Eleanor Roosevelt, the wife of President Franklin Delano Roosevelt.

Beginning Explain that Eleanor Roosevelt was known as someone who cared about other people. **Ask:** *Do you think it is important for the president’s wife to care about people? (yes/no)*

Intermediate Explain that a male president’s wife is called the “first lady.” Have students use the following sentence frame to describe what they know about the duties of a first lady.

A first lady _____. (gives speeches, visits soldiers, meets with world leaders)

Advanced/Advanced High Explain that Eleanor Roosevelt worked hard to make life better for others. Have students describe ways that they could make life better for other people.

TX TEKS

6.7 Understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support understanding.

6.12.B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

Eleanor Roosevelt

and by William Jay Jacobs

In Eleanor Roosevelt’s Time

Eleanor Roosevelt, and In Eleanor Roosevelt’s Time 151

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Biography and Timeline

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant /z/

Literary Element

- Text Features

Reading Strategy

- Summarize

Writing Link

- Fact Sheet

Comprehension

- Graphic Organizer BLM

Grammar Link

- Adverbs of Frequency BLM

Word Study

- Suffixes and Prefixes BLM

BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Biography

Read aloud Connect to the Biography. Explain that a volunteer is someone who offers to help or work without pay. Tell students that volunteers do many kinds of work. Reproduce the web on the board. **Model** *A friend of mine is an artist. She volunteers at the community center. She teaches art to teenagers.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals complete their own webs.

Literary Element Text Features

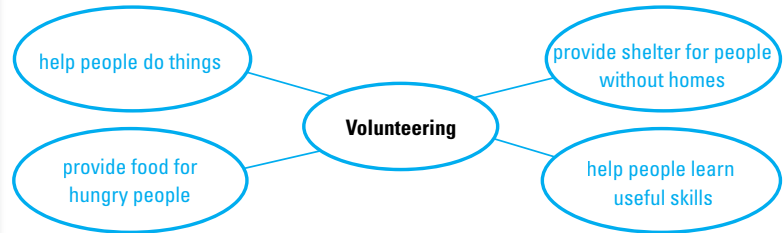
Read aloud the Literary Element. On the board, draw a blank timeline. Ask a volunteer for information about his or her life. First, write the volunteer's birth year at the beginning of the timeline. Then ask the volunteer to tell about important events in his or her life. Mark the year of each event on the timeline, along with a brief explanation. Point out how the timeline shows events in order. Explain that looking at the timeline can help you understand the student's life.

Reading Strategy Summarize

Read aloud the Reading Strategy. Explain to students that summarizing helps them remember and organize information. Tell students that summarizing also enables them to explain a series of events and to show that they understand what they read. Point out the third bullet of the Reading Strategy. Tell students that they might find it helpful to use a graphic organizer, such as a chart or word web, when they answer the questions *Who? What? When? Where? Why? and How?*

Connect to the Biography

Think of ways in which volunteers make a difference in the world and in the lives of others. List them in the word web below.



Literary Element Text Features

Some texts, such as biographies and magazine articles, include **graphics**, such as pictures, charts, maps, and time lines. Graphics give a large amount of information in a way that makes the ideas easy to understand. Like many biographies and magazine articles, this biography of Eleanor Roosevelt includes a graphic called a **time line**. A time line lists important events and the dates they took place. A time line organizes events in the order that the events happened.

As you read, think about how the time line helps you to understand the life of Eleanor Roosevelt.

Reading Strategy Summarize

When you **summarize**, you briefly retell a selection in your own words. A good summary includes only the main ideas and important details. Main ideas are the major points that the writer wants you to remember. Important details explain a little more about the main ideas.

When you summarize:

- > use your own words
- > write only the main ideas and important details
- > answer the questions *Who? What? When? Where? Why? and How?*

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

drawbacks (dro' baks) *n. pl.* weaknesses or bad points

*Traveling is fun, but it can have **drawbacks**.*

paralyzed (par' ə līzd) *adj.* not able to move
*Franklin Roosevelt had to use a wheelchair because his legs were **paralyzed**.*

➤ Cognate (Spanish) **paralizado(a)**

slums (slumz) *n. pl.* areas of poverty in cities
*Famous musicians have written songs about growing up in the **slums**.*

depression (di presh' ən) *n.* a period of time when many people are out of work and wages are low
*The United States had a **depression** during the 1930s.*

➤ Cognate (Spanish) **depresión**

effective (i fek' tiv) *adj.* able to make something happen

*Manuela's plan was **effective** because it got everyone involved.*

➤ Cognate (Spanish) **efectivo(a)**

Content Vocabulary

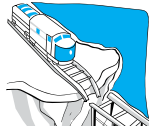
career (kə rē'r) *n.* the type of a job a person trains and studies for
*She chose a **career** as a doctor.*



tragedy (traɪ' ə dē) *n.* a sad and terrible event
*It was a **tragedy** when the train went over the cliff.*

➤ Cognate (Spanish)

tragedia



exercises (ek' ə sīz' əz) *n. pl.* ways of moving that help a person strengthen his or her muscles
*He did **exercises** to make his leg muscles stronger.*



politics (pol' ə tiks) *n. pl.* things people do to gain and use government power
*Reporters write more stories about **politics** before a big election.*



recovered (ri kuv' ərd) *v.* gained something back, especially health
*The sick child **recovered** from the flu.*

➤ Cognate (Spanish) **recrobar**



duty (doō' tē) *n.* something you have to do
*A police officer's **duty** is to protect people.*



improve (im prōōv' v.) *v.* to make better
*One way to **improve** people's lives is to help them get good jobs.*



dictators (dik' tā tarz) *n. pl.* rulers with total power
***Dictators** sometimes hold elections that are fake.*

➤ Cognate (Spanish) **dictadores**



For more practice, see page 249.

Eleanor Roosevelt and In Eleanor Roosevelt's Time

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: If a plan has **drawbacks**, it has problems or weaknesses. **Example:** One of the *drawbacks* of living in the desert is the heat. **Ask:** What are two drawbacks of living near the ocean? **EXAMPLE**

When something is **paralyzed**, it cannot move on its own. *She was unable to walk because her legs were paralyzed.* How might you play basketball if your legs were paralyzed?

EXPLANATION

Continue the process with *slums*, *depression*, and *effective*.

Content Vocabulary

A **career** is a job that someone trains and studies for. *Writing newspaper articles was her career.* What career would you like to have in the future?

EXPLANATION

A very sad or terrible event is called a **tragedy**. *The damage caused by the tornado was a tragedy for the town.* What tragedy have you read or heard about in the news? **EXAMPLE**

Exercises are movements that help strengthen your muscles. *I do push-ups and other exercises every morning.* Describe the exercises that you do frequently? **DESCRIPTION**

Politics interest you if you pay attention to the activity of the government. *Maria listened to the mayor's speech because politics interest her.* Which of these people have a career in politics: senator, plumber, or doctor? **EXAMPLE**

Continue the process with *recovered*, *duty*, *improve*, and *dictators*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 249.

Phonics

Consonant /z/

Tell students they are going to practice the consonant z. Write the letter on the board and pronounce the sound /z/ for students. Ask students to find a vocabulary word with the consonant z (*paralyzed*). Slowly pronounce the word, and have students raise their hands when they hear /z/. Then have students say the word.

Write the following words from the selection on the board. Briefly explain their meanings, and have students pronounce them after you.

Nimitz

organization

realized

zero

Have students look for words in the dictionary that begin with z. Write some of the words on the board. Ask students to explain their meanings, and pronounce them with students.

Eleanor Roosevelt

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *career*. Then have a student read the first two sentences of the selection. **Ask:** *What was the career of Eleanor's husband? (He was the president.)*

career (kə rē'r) *n.* the type of a job a person trains and studies for



Look at the picture and read the definition. Write a sentence using the word.

To Sum Up

- Eleanor Roosevelt was a plain looking, ordinary child.
- She had to wear a brace to straighten her back.

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Eleanor Roosevelt was the wife of President Franklin Delano Roosevelt. But Eleanor was much more than just a president's wife, an echo of her husband's **career**.

Sad and lonely as a child, Eleanor was called "Granny" by her mother because of her seriousness. People teased her about her looks and called her the "ugly duckling." . . . ¹

Yet despite all of the disappointments, the bitterness, the misery she experienced, Eleanor Roosevelt refused to give up. Instead she turned her unhappiness and pain to ¹⁰ strength. She devoted her life to helping others. Today she is remembered as one of America's greatest women.

Almost from the day of her birth, October 11, 1884, people noticed that she was an unattractive child. As she grew older, she could not help but notice her mother's extraordinary beauty, as well as the beauty of her aunts and cousins. Eleanor was plain looking, ordinary, even, as some called her, homely. For a time she had to wear a bulky brace on her back to straighten her crooked spine.

When Eleanor was born, her parents had wanted a boy. ²⁰ They were scarcely able to hide their disappointment.

¹ An **ugly duckling** is someone who looks plain but who has great inner qualities. The ugly duckling was the main character in a famous children's story.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A23.

Later, with the arrival of two boys, Elliott and Hall, Eleanor watched her mother hold the boys on her lap and lovingly stroke their hair, while for Eleanor there seemed only **coolness, distance**.

Feeling unwanted, Eleanor became shy and withdrawn. She also developed many fears. She was afraid of the dark, afraid of animals, afraid of other children, afraid of being scolded, afraid of strangers, afraid that people would not like her. She was a frightened, lonely little girl.

The one joy in the early years of her life was her father, who always seemed to care for her, love her. He used to dance with her, to pick her up and throw her into the air while she laughed and laughed. He called her "little golden hair" or "darling little Nell."

The next year, when Eleanor was eight, her mother, the beautiful Anna, died. Afterward her brother Elliott suddenly caught diphtheria² and he, too, died. Eleanor and her baby brother, Hall, were taken to live with their grandmother in Manhattan.³

A few months later another **tragedy** struck. Elliott Roosevelt, Eleanor's father, also died. Within eighteen months Eleanor had lost her mother, a brother, and her dear father.

Few things in life came easily for Eleanor, but the first few years after her father's death proved exceptionally hard. Grandmother Hall's dark and gloomy townhouse had no place for children to play. The family ate meals in silence. Every morning Eleanor and Hall were expected to take cold baths for their health. Eleanor had to work at better posture by walking with her arms behind her back, clamped over a walking stick.

When it seemed there was only **coolness** and **distance** for Eleanor, that means that Eleanor's family did not show her that they cared about her.



Literary Element

Text Feature Turn to page 165. The time line begins with Eleanor's marriage to Franklin D. Roosevelt in 1905. Why do you think the time line excludes details about Eleanor's childhood?

- ☐ because no one knows about Eleanor's childhood
- ☐ because Eleanor's childhood was sad and time lines are always happy
- ☒ because the time line lists the most important events in Eleanor's career

tragedy (traj' ə dē) *n.* a sad and terrible event



To Sum Up

- Eleanor and her father loved each other.
- During Eleanor's childhood, her mother, father, and brother all died in less than two years.

Eleanor Roosevelt

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Interactive Question-Response

Literary Element Text Features

If students have difficulty responding: **Model** *To answer this, I will look at the other events on the timeline. I see that many events are related to her career. The most important part of her life seems like it is her career.* **Ask:** *Did Eleanor work on her career during childhood? (no)*

Content Vocabulary

Read aloud the word *tragedy* and its definition.

Ask: *What tragedy did Eleanor's family experience? (Eleanor's father died.)* **Ask:** *What other tragedies had already happened? (Eleanor's mother and her brother Elliott died.)*

2. **Diphtheria** is a serious disease that is easily spread from one person to another.

3. **Manhattan** is the business and cultural center of New York City.

Word Study

BLM

Suffixes and Prefixes

Explain to students that a prefix is a syllable used in front of a word root and that adding a prefix can change the meaning of a root. **Model** *The prefix un- means "not" or "do the opposite of." If I add un- to the word tie, I get untie, which means to do the opposite of tie. Write tie on the board and then model adding the prefix un- to get "untie."* **Model** *The prefix in- can also make a word mean the opposite of the base word. If I add in- to the word complete, I get incomplete, which means "not complete."* Then have them practice using prefixes and suffixes by completing the activity on page A24.

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. If students are having difficulty responding, review the term *ugly duckling*. Explain that the term comes from the fairy tale “The Ugly Duckling,” by Hans Christian Andersen. **Ask:** *Do you think Eleanor will have to work hard to “become a swan”? (yes.) Ask: Why or why not? (It takes a lot of courage and discipline to make changes in one’s life.)*

Content Vocabulary

Read aloud the word and definition for *exercises*. **Ask:** *How did exercises help Eleanor? (They helped her get stronger and tougher.)*

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements from the beginning of the biography to page 156. Then have students work together to decide which three events in Eleanor’s life are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when ____, when ____, and when ____.

(The most important events are when Eleanor wore a back brace, when her mother, father, and brother died, and when she started to believe in herself at boarding school.)



Comprehension Check

Underline the words that show when Eleanor begins to believe in herself.

exercises (ek’ sər sīz’ əz) *n. pl.*
ways of moving that help a person strengthen his or her muscles



To Sum Up

- ▶ Eleanor went to boarding school in England.
- ▶ There she gained strength and started to believe in herself.
- ▶ When Eleanor was 18, her grandmother brought her back to New York City.
- ▶ Eleanor’s grandmother made Eleanor go to dances and parties.

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Instead of making new friends, Eleanor often sat alone in her room and read. For many months after her father’s death she pretended that he was still alive. She made him the hero of stories she wrote for school. Sometimes, alone and unhappy, she just cried.

Just before Eleanor turned fifteen, Grandmother Hall decided to send her to boarding school in England. The school she chose was Allenswood, a private academy⁴ for girls located on the outskirts of London.

It was at Allenswood that Eleanor, still thinking of herself as an “ugly duckling,” first dared to believe that one day she might be able to become a swan.

At Allenswood she worked to toughen herself physically. Every day she did exercises in the morning and took a cold shower. Although she did not like competitive team sports, as a matter of self-discipline she tried out for field hockey. Not only did she make the team but, because she played so hard, also won the respect of her teammates.

Eleanor was growing up, and the joy of young womanhood had begun to transform her personality.

In 1902, nearly eighteen years old, she left Allenswood, not returning for her fourth year there. Grandmother Hall insisted that, instead, she must be introduced to society as a debutante—to go to dances and parties and begin to take her place in the social world with other wealthy young women.

Eleanor, as always, did as she was told. She went to all of the parties and dances. But she also began working with poor children at the Rivington Street Settlement House⁵ on New York’s Lower East Side. She taught the girls gymnastic

4. An **academy** is a private school where children go after they finish grade school.

5. A **settlement house** was a place in a city neighborhood where volunteers taught, fed, and gave other help to immigrants. Settlement houses were common in the late 1800s and the early 1900s.

Differentiated Instruction

Clarify the Text

Help students understand how Eleanor changed while she was in boarding school.

Beginning Explain that a boarding school is a school where students also live. **Ask:** *Do you think Eleanor became stronger after she got used to living away from her family? (yes/no)*

Intermediate Have students discuss why *self-discipline* might have been important to Eleanor. Provide the following sentence frame: *Self-discipline was important to Eleanor because ____.* (she wanted to be strong)

Advanced/Advanced High **Ask:** *What did Eleanor do at boarding school that made her stronger? (exercised)* Have students identify lines from the text that support their answers.

exercises. She took children to museums and to musical performances. She tried to get the parents interested in politics in order to get better schools and cleaner, safer streets.

Meanwhile Eleanor's life reached a turning point. She fell in love! The young man was her fifth cousin, Franklin Delano Roosevelt.

Eleanor and Franklin had known each other since childhood. Shortly after her return from Allenswood, they had met by chance on a train. They talked and almost at once realized how much they liked each other.

For a time they met secretly. Then they attended parties together. Franklin—tall, strong, handsome—saw her as a person he could trust. He knew that she would not try to dominate him.

On March 17, 1905, Eleanor and Franklin were married. In May 1906 the couple's first child was born. During the next nine years Eleanor gave birth to five more babies, one of whom died in infancy. Still timid, shy, afraid of making

politics (pol' ə tiks) *n. pl.* things people do to gain and use government power



90

100

REFLECT

Summarize

Write why Eleanor had a difficult childhood. Include only the main ideas and important details.

She felt she was unwanted. She was afraid of everything, so she often stayed by herself. In less than two years, before she was ten, her mother, brother, and father died. She went to live with her grandmother, who was strict and unloving.

PARTNERS

Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

To Sum Up

- Eleanor worked with poor people in New York.
- In 1905 Eleanor married Franklin Delano Roosevelt.
- Eleanor and Franklin had six children together.

Eleanor Roosevelt

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Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *politics*.

Ask: Why do you think Eleanor tried to get parents of poor children interested in politics? (to influence the government to provide better schools and cleaner, safer streets) Have students suggest ways that people can influence the government to provide better schools and cleaner, safer streets. **Ask:** How can knowing about the government help people get better schools and cleaner, safer streets? (They can vote for those things. They can contact local politicians and tell them they want those things.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** To answer this, I would start by making a list of all the things I know about Eleanor's childhood. Then I would think about each item on the list and ask myself if it was something that made her childhood hard. Model making a list on the board. Write "Eleanor had to wear a brace on her back." **Ask:** Is this something that made Eleanor's childhood hard? (yes/no)

English Language Learning Strategies

Remind students of expressions they can use to request assistance or ask for clarification, such as: "Can you repeat that, please?" or "Would you please explain what you mean by that?"

Interactive Question-Response

Selection Vocabulary

Have a student read the sentence containing the Selection Vocabulary word **drawbacks**. **Ask:** *What were the drawbacks in Eleanor's life? (She was timid, shy, and afraid of making mistakes.)* Then have a student read the sentence containing the Selection Vocabulary word **paralyzed**. **Ask:** *Could Franklin walk? (no)*

Literary Element Text Features

If students have difficulty responding: **Model** *It looks like the war was important to Eleanor. She wanted to become involved.* Have students discuss how the timeline helps them better understand the text and helps them understand what kind of person Eleanor Roosevelt was.

Academic Vocabulary

Explain to students that **contributed** means "helped with or had a part in." **Model** *During World War I, Eleanor Roosevelt contributed to the war effort by helping the soldiers who were passing through the nation's capital.* Have students think about an organization or group of people that has contributed to helping others in their community. **Model** *My friend belongs to a group of volunteers that has contributed to an effort to deliver hot meals to the homes of the elderly.* **Ask:** *How have people contributed to our community? (volunteering, cleaning up trash on the side of the roads, donating money to the library)*

When Eleanor **threw herself into** the war effort, she worked very hard and gave most of her time to it.



Literary Element

Text Features Turn to page 165. The time line tells us that in 1917, the United States entered World War I. What did this event mean for Eleanor?

Possible answer: She joined

the war effort, working long

days to help soldiers.

To Sum Up

- ▶ In 1917, the U.S. entered World War I.
- ▶ Eleanor worked hard to help the war effort and the soldiers.
- ▶ In 1921, Franklin got polio. He lost the use of his legs.

158

mistakes, she found herself so busy that there was little time to think of her own **drawbacks**.

Meanwhile Franklin's career in politics advanced rapidly. In 1910 he was elected to the New York State Senate. In 1913 President Wilson appointed him Assistant Secretary of the Navy—a powerful position in the national government, which required the Roosevelts to move to Washington, D.C.

In 1917 the United States entered World War I as an active combatant. Like many socially prominent⁶ women, Eleanor **threw herself into** the war effort. Sometimes she worked fifteen and sixteen hours a day. She made sandwiches for soldiers passing through the nation's capital. She knitted sweaters. She used Franklin's influence to get the Red Cross⁷ to build a recreation room for soldiers who had been shell-shocked in combat. . . .

In the summer of 1921 disaster struck the Roosevelt family. While on vacation Franklin suddenly fell ill with infantile paralysis—polio—the horrible disease that each year used to kill or cripple thousands of children, and many adults as well. When Franklin became a victim of polio, nobody knew what caused the disease or how to cure it.

Franklin lived, but the lower part of his body remained **paralyzed**. For the rest of his life he never again had the use of his legs. He had to be lifted and carried from place to place. He had to wear heavy steel braces from his waist to the heels of his shoes.



braces

His mother, as well as many of his advisers, urged him to give up politics, to live the life of a country gentleman

Vocabulary

drawbacks (drō' baks) *n. pl.* weaknesses or bad points
paralyzed (par' ə līzd) *adj.* not able to move

6. A **prominent** person is someone who is well known or important.

7. The **Red Cross** is an organization that helps people who have suffered due to war or natural disasters, such as floods.

on the Roosevelt estate at Hyde Park, New York. This time, Eleanor, calm and strong, stood up for her ideas. She argued that he should not be treated like a sick person, tucked away in the country, inactive, just waiting for death to come.

Franklin agreed. Slowly he recovered his health. His energy returned. In 1928 he was elected governor of New York. Then, just four years later, he was elected president of the United States.

Meanwhile Eleanor had changed. To keep Franklin in **the public eye** while he was recovering, she had gotten involved in politics herself. It was, she thought, her "duty." From childhood she had been taught "to do the thing that has to be done, the way it has to be done, when it has to be done."

After becoming interested in the problems of working women, she gave time to the Women's Trade Union League (WTUL). It was through the WTUL that she met a group of remarkable women—women doing exciting work that made a difference in the world. They taught Eleanor about life in the **slums**. They awakened her hopes that something could be done to improve the condition of the poor. She dropped out of the "fashionable" society of her wealthy friends and joined the world of reform—social change.

For hours at a time Eleanor and her reformer friends talked with Franklin. They showed him the need for new laws: laws to get children out of the factories and into schools; laws to cut down the long hours that women worked; laws to get fair wages for all workers.

Vocabulary

slums (slumz) *n. pl.* areas of poverty in cities

Comprehension Check

After being governor of New York for four years, Franklin was elected to another job. What was it? Check one.

- ☐ Senator
☒ President
☐ Secretary of Defense

recovered (ri kuv' ard) *v.* gained back, especially health



Someone who is in **the public eye** is well known.

duty (doo' tē) *n.* something you have to do



improve (im proov') *v.* to make better



To Sum Up

- ▶ In 1932, Franklin Roosevelt was elected president of the United States.
- ▶ Eleanor worked to help women have better jobs and to better the lives of poor people.

Eleanor Roosevelt

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Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *What part of the text tells you about Franklin's new job? ("Then, just four years later, he was elected president of the United States.")* Have students review the boxed text on pages 158–159 and make a list of the government positions that Franklin held before he became president. Provide the following sentence frames for students to complete.

First, Franklin Delano Roosevelt was elected to the _____. Next, he became _____. Then, he was elected _____. Finally, he became _____.

(First, Franklin Delano Roosevelt was elected to the New York State Senate. Next, he became Assistant Secretary of the Navy. Then, he was elected governor of New York. Finally, he became president of the United States.)

Content Vocabulary

Read aloud the word and definition for *recovered*. **Ask:** *If Franklin recovered, did he get better or worse? (better)* Then read aloud the word and definition for *duty*. **Ask:** *Is going to school a duty? (yes)* **Ask:** *What other duties do you have? (practicing piano, washing dishes)* Read aloud the word and definition for *improve*. **Ask:** *How are the words recover and improve alike? (both have to do with getting better)* **Ask:** *How are they different? (Recover means to get back something you already had. Improve means to make something better than it was.)*

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A23.

Interactive Question-Response

Selection Vocabulary

Have a student read aloud the word and definition of *depression*. **Ask:** *What examples does the author give to show that the nation was in a depression? ("one out of every four Americans was out of work," "people stood in lines in front of soup kitchens for something to eat.")*

To Sum Up

Beginning Have partners reread all the To Sum Up statements from page 160 of the selection. Then have students summarize the work that Eleanor did to help others. Provide a sentence frame for students to complete.

Eleanor worked to help ____, and ____.

(Eleanor worked to help poor people and women.)

People sometimes refer to a person who is African American as **black**.

To Sum Up

- ▶ During the depression, many Americans did not have jobs or enough food to eat.
- ▶ Eleanor helped the poor and fought for equal pay for women.
- ▶ She became a link between the president and the American people.

160

By the time that Franklin was sworn in as president, the nation was facing its deepest **depression**. One out of every four Americans was out of work, out of hope. At mealtimes people stood in lines in front of soup kitchens for something to eat. Mrs. Roosevelt herself knew of once-prosperous families who found themselves reduced to eating stale bread from thrift shops or traveling to parts of town where they were not known to beg for money from house to house.

170 Eleanor worked in the charity kitchens, ladling out soup. She visited slums. She crisscrossed the country learning about the suffering of coal miners, shipyard workers, migrant⁸ farm workers, students, housewives—Americans caught up in the paralysis of the Great Depression. Since Franklin himself remained crippled, she became his eyes and ears, informing him of what the American people were really thinking and feeling. Eleanor also was the president's conscience, personally urging on him some of the most compassionate, forward-looking laws of his presidency. She 180 lectured widely, wrote a regularly syndicated⁹ newspaper column, "My Day," and spoke frequently on the radio. She fought for equal pay for women in industry. Like no other First Lady¹⁰ up to that time, she became a link between the president and the American public.

Above all she fought against racial and religious prejudice. When Eleanor learned that the DAR (Daughters of the American Revolution) would not allow the great **black** singer Marian Anderson to perform in their

Vocabulary

depression (de presh' an) *n.* a period of time when many people are out of work and wages are low

8. **Migrant** farm workers move each season from one place to another to harvest crops.

9. An article that is **syndicated** is sold to several newspapers to be published at the same time.

10. The president's wife is called the **First Lady** of the country.

Differentiated Instruction

Clarify the Text Help students understand what it means that Eleanor was Franklin's "eyes and ears."

Beginning Have students reread the last bullet in the To Sum Up box. Explain that many people in the country were poor and hungry. **Ask:** *When Eleanor saw people suffering, do you think she told her husband about it? (yes/no)*

Intermediate Have students reread the sentence that begins "since Franklin himself." Then have them complete this sentence frame: *As Franklin's eyes and ears, Eleanor told Franklin _____. (what the American people were thinking and feeling)*

Advanced/Advanced High Have students reread the sentence that begins "Eleanor was also the president's conscience." Explain that conscience means "the knowledge of what is right and wrong." **Ask:** *What does it mean that Eleanor was Franklin's conscience? (Eleanor urged Franklin to do the right thing. She encouraged him to pass laws that helped the people.)*

auditorium in Washington, D.C., she resigned from the organization. Then she arranged to have Miss Anderson sing in front of the Lincoln Memorial.

Similarly, when she entered a hall where, as often happened in those days, blacks and whites were seated in separate sections, she made it a point to sit with the blacks. Her example marked an important step in making the rights of blacks a matter of national priority.¹¹

On December 7, 1941, Japanese forces launched a surprise attack on the American naval base at Pearl Harbor, Hawaii. The United States entered World War II, fighting not only against Japan but against the brutal dictators who then controlled Germany and Italy.

Eleanor helped the Red Cross raise money. She gave blood, sold war bonds. But she also did the unexpected. In 1943, for example, she visited barracks and hospitals on islands throughout the South Pacific. When she visited a

11. A **matter of national priority** is something to which the government pays special attention.

REFLECT

Summarize

How did Eleanor help fight for the rights of African Americans?

She resigned from groups she had belonged to

that did not accept African Americans. She helped

talented African Americans perform for the public.

She fought the separation of the races by sitting with

African Americans.

PARTNERS

 Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

Literary Element

Text Features Turn to page 166. What does the time line say happened in 1943? How does the article add to this information?

The time line says Eleanor

toured the South Pacific to

boost the soldier's morale.

The article gives more details

about her trip, such as the fact

that she visited each soldier

and said something special.

dictators (dik' tā tərz) *n. pl.* rulers with total power



To Sum Up

- Eleanor helped fight for the rights of African Americans.
- In December 1941, the United States entered World War II.
- Eleanor visited U.S. soldiers fighting in the South Pacific.

Eleanor Roosevelt

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Interactive Question-Response

Literary Element Text Features

Ask students to share their answers. Tell students that the time line helps organize the information. **Ask:** *How does the article add to the timeline? (It gives more information.)*

Content Vocabulary

Have a student read aloud the word and definition of *dictators*. **Ask:** *What is a ruler of a country? (the leader)* **Ask:** *What does it mean to have total power? (It means to have all the power.)* **Ask:** *How might a ruler with total power be dangerous? (The ruler can make unfair laws and no one else in the government can stop him or her.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would reread the boxed text on pages 160–161 and look for examples of how Eleanor helped to fight for the rights of African Americans. I find that Eleanor quit an organization that would not allow an African American singer to perform in their auditorium. By setting an example for other people to follow, Eleanor was helping to fight for African Americans' rights.* Write the following sentence frames on the board to help students organize their thoughts.

Eleanor helped fight for the rights of African Americans by _____. She also _____ and _____.

English Language Learning Strategies

Remind students of expressions they can use to request assistance or ask for clarification, such as: "Can you repeat that, please?" or "Would you please explain what you mean by that?"

Look for the words *she*, *after*, and *their* on this page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

To Sum Up

- In 1945, Franklin Roosevelt died.
- Harry Truman became the next president.
- President Truman chose Eleanor to work at the United Nations.
- Eleanor helped write the human rights declaration.

hospital, she stopped at every bed. To each soldier she said something special, something that a mother might say. Often, after she left, even battle-hardened men had tears in their eyes. Admiral Nimitz, who originally thought such visits would be a nuisance, became one of her strongest admirers. Nobody else, he said, had done so much to help raise the spirits of the men.

By spring 1945 the end of the war in Europe seemed near. Then, on April 12, a phone call brought Eleanor the news that Franklin Roosevelt, who had gone to Warm Springs, Georgia, for a rest, was dead.

With Franklin dead, Eleanor Roosevelt might have dropped out of the public eye, might have been remembered in the history books only as a footnote to the president's program of social reforms. Instead she found new strengths within herself, new ways to live a useful, interesting life—and to help others. Now, moreover, her successes were her own, not the result of being the president's wife.

In December 1945 President Harry S. Truman invited her to be one of the American delegates going to London to begin the work of the United Nations.¹² Eleanor hesitated, but the president insisted. He said that the nation needed her; it was her duty. After that Eleanor agreed.

In the beginning some of her fellow delegates from the United States considered her unqualified for the position, but after seeing her in action, they changed their minds.

Mrs. Roosevelt helped draft the United Nations Declaration of Human Rights. The Soviets wanted the

12. The **United Nations** is a group of independent countries that work together to try to keep world peace. **Delegates** are the people chosen to represent their countries.

declaration to list the duties people owed to their countries. Eleanor insisted that the United Nations should stand for individual freedom—the rights of people to free speech, freedom of religion, and such human needs as health care and education. In December 1948, with the Soviet Union and its allies refusing to vote, the Declaration of Human Rights won approval of the UN General Assembly by a vote of forty-eight to zero.

Even after retiring from her post at the UN, Mrs. Roosevelt continued to travel. In places around the world she dined with presidents and kings. But she also visited tenement slums in Bombay, India; factories in Yugoslavia; farms in Lebanon and Israel.

Everywhere she met people who were eager to greet her. Although as a child she had been brought up to be formal and distant, she had grown to feel at ease with people. They wanted to touch her, to hug her, to kiss her.

Eleanor's doctor had been telling her to slow down, but that was hard for her. She continued to write her newspaper column, "My Day," and to appear on television. She still began working at seven-thirty in the morning and often continued until well past midnight. Not only did she write and speak, she taught special needs children and raised money for health care of the poor.

As author Clare Boothe Luce put it, "Mrs. Roosevelt has done more good deeds on a bigger scale for a longer time than any woman who ever appeared on our public scene. No woman has ever so comforted the distressed or so distressed the comfortable."



Literary Element

Text Features Turn to page 166. Scan the page, or look over it quickly, to find out when Eleanor became head of the United Nations Human Rights Commission. Then look back at the article. What happened in 1948, after Eleanor became the head of the commission?

The Declaration of Human

Rights won approval

To Sum Up

- The United Nations voted on and approved the human rights declaration.
- Eleanor never stopped working for the rights of all people.

Eleanor Roosevelt

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Interactive Question-Response

Literary Element Text Features

Help students understand scanning the page for information. **Model** *When I scan a page for information, I first have to know what I am looking for. The question asks about the United Nations Declaration of Human Rights. So I know that I should scan the text until I see the words Declaration of Human Rights. Those key words should help me find the information I'm looking for.*

To Sum Up

Beginning Have students work in pairs to read all the To Sum Up statements on page 163. Then have students decide which statement best summarizes this part of Eleanor's life. (*Eleanor never stopped working for the rights of all people.*) Invite students to support their answers with examples from the text.

Differentiated Instruction

Clarify the Text Help students understand why Eleanor was chosen to work with the United Nations.

Beginning Explain that the United Nations is a group that works to improve the lives of people all over the world. **Ask:** *Do you think Eleanor was the right person to help the United Nations improve the lives of people? (yes/no)*

Intermediate Explain that human rights are the things that everyone should be able to have or do. **Ask:** *What would you include in a declaration of human rights?*

Advanced/Advanced High Help students understand the change in Eleanor's role after her husband's death. **Ask:** *What did the delegates from the United States think of Eleanor?*

Interactive Question-Response

Comprehension Check

Have students share what they underlined. Read aloud the last paragraph. **Ask:** *What does it mean to say someone would rather “light a candle than curse the darkness”? (The person would rather solve the problem than complain.) How did this quality make Eleanor effective at working for human rights? (Rather than complain about the problems in the world, she did things to solve them.)*

Selection Vocabulary

Have a student read aloud the word and definition of *effective*. **Ask:** *Why is effective a good word to describe Eleanor Roosevelt? (Eleanor Roosevelt acted according to her beliefs, and she changed people’s lives.)*



Comprehension Check

Underline the words that tell why Adlai Stevenson thought Eleanor was an important person.

Gradually, however, she was forced to withdraw from some of her activities, to spend more time at home.

On November 7, 1962, at the age of seventy-eight, Eleanor died in her sleep. She was buried in the rose garden at Hyde Park, alongside her husband.

Adlai Stevenson, the American ambassador to the United Nations, remembered her as “the First Lady of the World,” as the person—male or female—most **effective** in working for the cause of human rights. As Stevenson declared, “She would rather light a candle than curse the darkness.” And perhaps, in sum, that is what the struggle for human rights is all about.

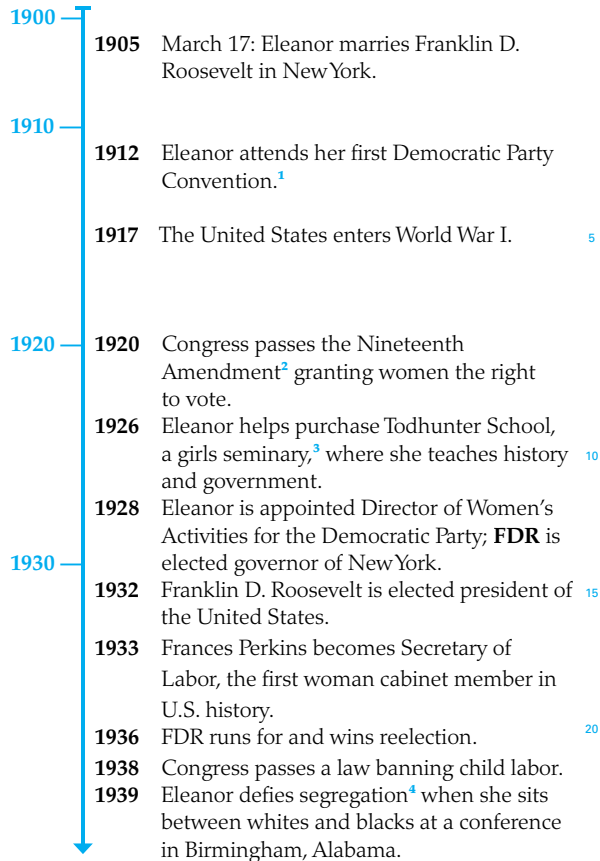
To Sum Up

- ▶ On November 7, 1962, Eleanor died at the age of 78.
- ▶ She is remembered as “the First Lady of the World” because she worked for many important causes, including human rights.

Vocabulary

effective (i fek' tiv) *adj.* able to make something happen

In Eleanor Roosevelt's Time



1. The **Democratic Party Convention** is a meeting for people who are members of the Democratic political party.
2. Congress is the part of the United States government that makes laws. The **Nineteenth Amendment** is the nineteenth change made to the United States Constitution since it became a law in 1789.
3. A **seminary** is a boarding school for young women.
4. **Segregation** is the separation of people of different races in public places.



Literary Element

Text Features In what order does the time line list events? Check one.

- ☐ from most important to least important
- ☒ from earliest to latest
- ☐ from latest to earliest

The letters **FDR** stand for Franklin D(elano) Roosevelt.

To Sum Up

- The time line shows important things that happened in the life of Eleanor Roosevelt.
- This part of the time line shows what happened in the first part of Eleanor's career.

In Eleanor Roosevelt's Time 165

Interactive Question-Response

Literary Element Text Features

Have students share their answer. **Ask:** *If you wanted to add an event that happened in 1924, where would you put it in the timeline? (after 1920 and before 1926)*

1940

25

1941 December 7: The U.S. enters the war in Europe.

1943 Eleanor tours the South Pacific to boost the soldiers' morale.⁵

30

1945 Eleanor influences the Army Nurse Corps to open its membership to black women; she joins the NAACP⁶ board of directors. April 12: Franklin Delano Roosevelt dies. September 2: Japan surrenders to the Allies, World War II ends.

35

1946 Eleanor is elected as head of the United Nations Human Rights Commission.

1948 Eleanor's leadership leads to passage of the Universal Declaration of Human Rights.

1950

1952 Eleanor resigns from the United Nations.

40

1954 The *Brown v. Board of Education* decision outlaws segregation in public schools.

1957 The Civil Rights Act is passed by Congress.

1960

45

1961 John F. Kennedy⁷ reappoints Eleanor to the United Nations and appoints her as chair of the President's Commission on the Status of Women.

1962 November 7: Eleanor dies at the age of seventy-eight of tuberculosis.⁸

To Sum Up

- This part of the time line shows what happened later in Eleanor's career.
- Eleanor Roosevelt made many important contributions to the United States and to the world.

⁵ **Morale** is how a person feels about what he or she is doing.

⁶ The **NAACP** is the National Association for the Advancement of Colored People.

⁷ **John F. Kennedy** won the election for U.S. president in 1960.

⁸ **Tuberculosis** is a disease that affects the lungs. It can be spread from one person to another.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A23.

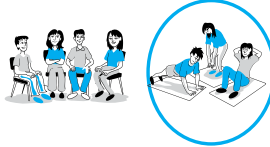
Vocabulary Check

A. Circle the picture that best answers each question.

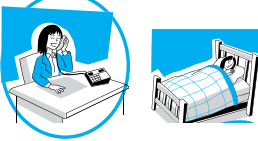
1. Who has **recovered**?



3. Who is doing **exercises**?



2. Who is working at her **career**?



4. Who is a **dictator**?



B. Write T if the statement is true. Write F if it is false.

- T 5. A car accident is often a **tragedy**.
T 6. Doing well on a test can **improve** your grade.
F 7. Senators do not know anything about **politics**.
F 8. The **duty** of soldiers is to fight against their country.

C. Unscramble the letters and write the word that fits each clue.

9. This was a period of time when people had no jobs.
 sersnidpoe depression
 10. Eleanor Roosevelt was this kind of worker when she fought for human rights.
 fevfecite effective
 11. How would you describe Franklin Roosevelt's legs after he had polio?
 lyzardepa paralyzed
 12. What neighborhoods did Eleanor visit to help the poor?
 uslsm slums
 13. Eleanor tried to change people's lives this way by talking to Franklin about fair laws.
 oviprem improve

Vocabulary Check

A. Beginning

Read each question aloud. Encourage students to point to the correct answer. Then turn the question into a statement and have students repeat as you point to the word and picture. To get students started: **Model** *Who has recovered? I know that someone who has recovered has healed or gotten better. Looking at the pictures, I see that this person is smiling and looks healthy. I think that he has recovered.*

Grammar Link

BLM

Adverbs of Frequency

Prepare students to complete the activity master on page A25. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

B. Intermediate

Read aloud the direction line. Tell students that they should put the number 1 next to the event that happened first, the number 2 next to the event that happened second, and so on. Encourage students to return to the To Sum Up statements on pages 154–164 for details.

After Reading Have the students complete the after reading activity on page 250.

Comprehension Check

A. Think about what you read. Draw pictures to answer the questions.

1. Why did Eleanor Roosevelt have a sad childhood?

Pictures should show Eleanor as a lonely child, Eleanor at a funeral, and/or Eleanor with a strict grandmother.

2. Who were some people that Eleanor helped?

Pictures should show any of the following: women, people in slums, other poor people, African Americans, soldiers.

3. What job did President Truman give Eleanor?

Pictures should show Eleanor at the United Nations or working on the Declaration of Human Rights.

B. Number events in time order beginning with 1.

- 3 Eleanor visited soldiers during World War II.
- 4 Eleanor helped write the Declaration of Human Rights for the United Nations.
- 1 Eleanor married Franklin Delano Roosevelt.
- 2 Eleanor arranged for Marian Anderson to sing at the Lincoln Memorial.

C. Answer the questions below.

4. How did the experiences that Eleanor had at Allenswood change her?

Possible answer: She found out that if she tried hard, she could do more than she ever thought she could.

5. Even though Eleanor had a hard childhood, how did she face challenges in her life?

Possible answer: By trying hard and never giving up, she overcame her weaknesses and did what she thought was important.

For more practice, see page 250.



Writing Link

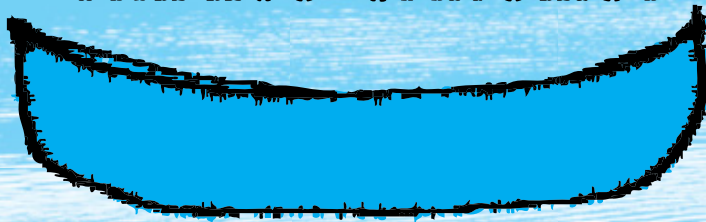
Fact Sheet

Explain to students that a fact sheet is a short summary of key facts about a subject. Explain that fact sheets use text features, such as bulleted lists, to make them easy to read and understand. Have students work in small groups to prepare a fact sheet about Eleanor Roosevelt for students who have not read "Eleanor Roosevelt." Explain the purpose of the fact sheet is to give only the most important facts. Remind them that they should not include opinions.



6.9 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support understanding.

THE ECO-CANOEIST



by Sy Montgomery



The Eco-Canoeist 169

Oral Language

Build Background

Read the title and author. Explain that students will read "The Eco-Canoeist" by Sy Montgomery, who writes about the environment. **Ask:**

The prefix eco- has to do with earth and the environment. The title of this selection is "The Eco-Canoeist." What do you think someone in a canoe has to do with the environment? The suffix -ist means "one who." The title suggests that this essay has to do with someone who travels by canoe.

Talk About the Informational Essay

Explain to students that the essay is about someone who travels by canoe through a Florida park and cleans garbage out of the river.

Beginning **Ask:** *Do you do things to help your community? (yes/no)*

Intermediate Help students generate sentences that express their ideas about how people can pitch in and help clean up their communities.

People can help take care of the environment by__.

Advanced/Advanced High **Ask:** *Do you take part in efforts to improve your community? In what other ways can people help their communities and environments?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Informational Essay

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Silent Consonant Sound /r/ spelled *wr*

Literary Element

- Allusion

Reading Strategy

- Draw Conclusions About Author's Perspective

Writing Link

- Postcard

Fluency

- Pacing: Phrasing

Word Study

- Homophones BLM

BLM

Grammar Link

- Preposition of Place BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

BLM

Interactive Question-Response

Connect to the Informational Essay

Read aloud Connect to the Informational Essay.

Model *I sometimes get angry when I see garbage scattered on the ground in a public place, especially if there are trash cans nearby. I usually pick up the garbage and throw it away. Have volunteers suggest other responses to the questions. Then have individuals record their own thoughts in the chart.*

Literary Element Allusion

Read aloud the Literary Element. Tell students that authors assume readers will understand the allusions they make. Provide an anecdote that students might relate to, such as: *I once read a recipe that alluded to Popeye. I guessed that the recipe included spinach, because the cartoon character Popeye loved spinach. I was right!* Prompt students to answer the questions based on the anecdote and help them understand how allusions can deepen one's understanding of a topic. **Ask:** *If an author made an allusion to Picasso, would you make a connection to art? How can allusions help you understand contents of a text?*

Reading Strategy Draw Conclusions About Author's Perspective

Read aloud the Reading Strategy. Tell students that the author's perspective or opinion is often the reason the author writes a particular piece. Provide an anecdote that students might relate to, such as: *If someone cared about the environment, the person might write an article with the goal of getting others involved, too.* Prompt students to answer questions based on the anecdote and help them understand that the author's perspective can be a clue to understanding the author's purpose or the main idea of a text.

Connect to the Informational Essay

Think of an outdoor place you like. Imagine you are at that place. You see garbage scattered around on the ground. What do you think about this problem? What would you do? Record your thoughts in the chart.

What do you think?	What would you do?
I don't think anything of it; there is garbage all over anyway; I think about who could be so careless as to throw stuff on the ground.	I do nothing; I think about how I never throw things out like that; I think I will report the mess to a park employee.

Literary Element Allusion

An **allusion** refers to a character, place, or situation from history, music, art, or literature. Allusions help create a theme when they compare things or describe them in a new way. In "The Eco-Canoeist" the writer mentions Clark Kent. He is a hero in the Superman comic books. The writer does not explain who Clark Kent is because she assumes you know.

Ask yourself these questions as you read:

- What allusions does the author use?
- How do they help you understand the Eco-Canoeist?

Reading Strategy Draw Conclusions About Author's Perspective

An **author's perspective** is his or her opinion about a subject. The author may not state the opinion directly. You must **draw conclusions about the author's perspective**, or figure out more than the author says directly. This can help you understand the text better.

To draw conclusions about the author's perspective, pay attention to

- the main idea.
- the words the author chooses to describe the subject.
- the author's purpose for writing and who the audience is.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

weird (wērd) *adj.* not normal; unnatural
I am scared when I hear **weird** noises outside.

wreckage (rek' ij) *n.* remains of something that has been destroyed
After the storm they found **wreckage** from a boat on the beach.

discarded (dis kărd' əd) *adj.* thrown away

She cleans up the **discarded** soda cans in the park.

> Cognate (Spanish) **descartado(a)**

dedication (ded' ə kă' shən) *n.* commitment to a person or purpose
He has good grades because he has **dedication** to school.

> Cognate (Spanish) **dedicación**

Content Vocabulary

strange (strānj) *adj.* unusual, odd
He thinks purple roses are **strange**.

> Cognate (Spanish) **extraño(a)**



decade (dek' əd) *n.* period of ten years
I am a **decade** older than my sister.

> Cognate (Spanish) **década**



canoe (kə nōō) *n.* a light narrow boat that you move with a paddle
She pushed the **canoe** into the river.

> Cognate (Spanish) **canoa**



dangerous (dān' jər əs) *adj.* able to cause injury or harm; not safe
It is **dangerous** for children to cross the street alone.



pounds (paundz) *n.* a unit of mass and weight
Most new babies weigh ten **pounds** or less.



feat (fēt) *n.* an action that shows great skill or strength
To climb a mountain is a big **feat**.



fleet (flēt) *n.* a group of boats, trucks, or planes
The captain led his **fleet** of boats across the bay.

> Cognate (Spanish) **flota**



extraordinary (iks trōr' də ner' ē) *adj.* beyond the usual or regular
The **extraordinary** dog can walk on two legs.

> Cognate (Spanish) **extraordinario(a)**



For more practice, see page 251.

The Eco-Canoeist

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: Something that is **weird** is not normal and unnatural. **Example:** We heard *weird* noises coming from the abandoned house. **Ask:** What is the opposite of *weird*? **ANTONYM**

Wreckage is the remains of something that has been destroyed. *Divers searched the wreckage for the cause of the accident.* Describe how wreckage of an old boat would look. **DESCRIPTION**

Something **discarded** is thrown away. *Jose discarded his lottery ticket when he knew that he was not a winner.* Tell about a time you discarded something you no longer wanted. **EXPLANATION**

Continue the routine with *dedication*.

Content Vocabulary

Something **strange** is unusual or odd. *She wore a strange green hat with her outfit.* How are the words *strange* and *weird* the same? How are they different? **COMPARE AND CONTRAST**

A **decade** is a period of ten years. *I think that the decade of the 1990s had great music.* In what decade were you born? **EXPLANATION**

A **canoe** is a light narrow boat that you move through the water with a paddle. *It can be relaxing to ride in a canoe on a lake.* How is a canoe like a boat? How is it different? **COMPARE AND CONTRAST**

Continue the routine with *dangerous*, *pounds*, *feat*, *fleet*, and *extraordinary*.

Vocabulary Practice

Have students complete the vocabulary practice activity on p. 251.

Phonics

Silent Consonant /r/ spelled wr

Point out that some consonants in English words are silent. Explain that the consonant *w* is silent when it appears before *r* in a word. Ask students to identify the vocabulary word with /r/ spelled *wr* (*wreckage*). Write the word on the board and slowly pronounce the word. **Ask:** What sound does the letter *w* make? (*None; it is silent.*) Then write the following words on the board: *write*, *wrap*, *wrong*, *wrinkle*, *wrist*. Briefly explain their meanings and have students pronounce them after you. Then have them practice saying the words with a partner.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *strange*.

Ask: *Where did the park ranger see wonderful and strange things? (Jay Blanchard park in Orland, Florida)* Have a student read aloud the word and definition for *decade*. **Ask:** *If the trash started disappearing a decade ago, how many years ago did it start happening? (ten)*

Background Information

Read aloud the background note. **Ask:** *How do you think pollution can affect the wildlife and people who use the water?* Help students brainstorm a list and write it in the board. For example: *Animals need drinking water. People can't swim in polluted water.* **Ask:** *What does the author mean when he says that the river that runs through the Jay Blanchard Park is "tea-colored." (It is brown with pollution.)*

THE ECO-CANOEIST



strange (strānj) *adj.* unusual, odd



Background Information

Rivers and the land around them are important for plants and animals. Pollution can affect the animals and people who use the water.

Pollution can come from:

- waste from factories.
- farms.
- used car oil and paint that people pour into drains.

decade (dek' ād) *n.* period of ten years



To Sum Up

- Dale Hatch works at Jay Blanchard Park in Orlando, Florida.
- Hatch sees many strange things in the park's river.
- Ten years ago someone started to clean trash out of the river.

In the thirteen years Dale Hatch has worked as a ranger at Jay Blanchard Park in Orlando, Florida, he's seen some wonderful and strange things. It's a gem of an urban¹ park, where among the cypress, afternoon calls of barred owls nearly drown out the highway noise. The tea-colored Little Econlohatchee River flows through the park's 412 acres and brings with it herons, wood ducks, otters, egrets, ibis, sandhill cranes, and stinkpot and painted turtles, as well as 484,000 human visitors. You can catch a thirteen-pound largemouth bass here—but the health department warns you to eat fish from the Little Econ only once a week. There's mercury² in the river, though no one is sure where it comes from.

You can find some **weird** stuff in the river, Hatch says: everything from trousers to toilets. The Little Econ drains dozens of housing developments, he says, and after a flood, you can find trash four and five feet up in the trees. But about a decade ago, Hatch and the other rangers noticed something really strange. The trash started disappearing from the water. They would find muddy garbage piling up inside park trash cans. "We couldn't figure out where in the world it was coming from," Hatch says in his Florida drawl.³ "Somebody was pulling this stuff up out of the river. We didn't know how, but we were sure glad whoever it was was doing it."

Vocabulary

weird (wērd) *adj.* not normal; unnatural

1. An **urban** park is in a city.

2. **Mercury** is a poisonous liquid. If mercury gets into a water supply, it can hurt people and animals.

3. If someone has a **drawl**, he or she speaks slowly, often drawing out the vowel sounds.

Fluency

Pacing: Phrasing

Advanced/Advanced High

Tell students that they will be doing a choral reading of the second paragraph. Remind students to read in phrases or complete sentences for clarity and not word by word. Model the fluency skill as you read the text at a moderate tempo. Then have students read the passage aloud as a group. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Intermediate

Have these students do a shared reading of only the text in the second box. Before they begin, model reading aloud the text. Then have students join you in reading the text aloud as a group.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word *canoe* and its definition.

Ask: How did Steve Nordlinger use his canoe? (He used his paddle and canoe to remove trash from the river.) Have a student read aloud the word and definition of *dangerous*. **Ask:** Why was it dangerous for Steve Nordlinger to pick up the trash? (Sometimes the trash was large and could tip over his canoe. He also cut himself on some of the sharp objects.) Read aloud the word and definition for *pounds*. **Ask:** What type of trash could weigh over a hundred pounds? (a tire filled with mud and water)

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements from the beginning of the essay on page 172. Then have students decide together which two events are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when ____ and when ____.

(The most important events are when trash from the river began to mysteriously appear in garbage cans and Hatch recognized the person who had been cleaning.)

Academic Vocabulary

Write the following sentence on the board: Steve Nordlinger works tirelessly to clean up the **environment** in Blanchard Park. Explain to students that the *environment* includes the air, water, and soil. **Ask:** What could you do to improve the environment at your school? How could you make a difference? (I could pick up papers I drop on the floor or pick up trash in the cafeteria.)

canoe (kə nōō') *n.* a light narrow boat, moved by paddling



dangerous (dān' jər əs) *adj.* able to cause injury or harm; not safe



pounds (paundz) *n.* a unit of mass and weight



To Sum Up

- ▶ Nobody knew who was cleaning up the river.
- ▶ The person cleaning up trash was Steve Nordlinger, the *Eco-Canoeist*.
- ▶ Nordlinger uses his canoe to clean trash from rivers, lakes, swamps, and the ocean.

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For months, as the rangers emptied the trash cans, they wondered who would do such a thing. Then one day, paddling in a canoe piled high with wet garbage was a person Hatch recognized. They'd first met on the park's



30 **fatigues**

soccer field some months before. Six feet tall and muscled, the stranger was dressed in fatigues, working out beside a maroon van plastered with Marines bumper stickers, practicing martial arts moves with a weapon that looked like nunchakus.⁴ At the time, Hatch remembers, he thought, "Uh-oh."

Hatch never suspected that, like Clark Kent, this thirty-four-year-old ex-Marine had an alter ego:⁵ the Eco-Canoeist. For more than a decade, few others suspected it either. Unrecognized, unfunded, and usually alone, Steve Nordlinger takes every spare moment, loads his canoe into his van, puts in at waterways around the state, and pursues a goal most people would consider too huge to even try: to clean up, by hand, hundreds of thousands of miles of Florida's rivers, lakes, swamps, canals, and ocean.

It's not just a dirty job but a dangerous one. Sodden⁶ river garbage is unwieldy—a truck tire can weigh well over a hundred pounds when it's filled with mud and water, and somehow you have to lift it into your canoe without capsizing. He's hoisted out refrigerators, car parts, boat wreckage, picnic tables, doghouses, sofas. But it's the little stuff—the stuff anyone can lift—that arguably does the

Vocabulary

wreckage (rek' ij) *n.* remains of something that has been destroyed

4. **Nunchakus** is the name for a weapon originally from Japan. It has two wooden sticks joined at their ends by a short cord.

5. An **alter ego** is a person's other identity. For example, Clark Kent is the alter ego of comic-book hero Superman.

6. Something that is **sodden** is soaked through with water.

Word Study

BLM

Homophones

Prepare students to complete the activity amster on page A26. Explain to students that *homophones* are words that sound the same, but have different meanings and different spellings. Point out the following words in this essay and write them on the board: *four*, *some*, *one*, and *weigh*. Invite volunteers to use each word in a sentence. Next to each word, write its homophone: *for*, *sum*, *won*, and *way*. Review the meanings of each of these words and have students use each word in a sentence.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word *feat* and its definition.

Ask: What did Steve Nordlinger do that Hatch called an amazing feat? (Steve single-handedly removed 240 tons of trash from the river.)

Comprehension Check

Have a student share what he or she underlined in the text. **Ask:** What people or groups praised Steve's work and dedication? (local press, national radio, county commissioners, and a group of volunteers)

Reflect

Partner Talk Have students work in pairs to answer. **Ask:** Do you think the author thinks the Eco-Canoeist is a "superhero"? Is that why he makes an allusion to Clark Kent? What risks has Steve taken to pick up all the garbage?

feat (fēt) *n.* an action that shows great skill or strength



Comprehension Check

Underline the names of people or groups who are acknowledging the Eco-Canoeist.

To Sum Up

- ▶ The Eco-Canoeist sometimes hurts himself when he cleans up trash.
- ▶ Many people praise the Eco-Canoeist.
- ▶ Now, the Eco-Canoeist has a group of volunteers to help him.

50 most harm. Birds choke on fishing line. Turtles die eating Styrofoam.⁷ Ordinary rope strangles manatees. Removing brittle, rusty cans and the barbs of **discarded** fishing gear, Steve has cut his own flesh open again and again. But he keeps at it. By his own conservative estimate,⁸ he has single-handedly removed 240 tons of trash and fishing line from the state's waterways.

Hatch recalls his astonishment at the feat. "I could not believe that one person would go out on his own and do something like that—nobody asked him, nobody's 60 paying him, he wasn't even telling us about it so we could praise him," said the ranger. "So we had to catch him accidentally—catch him cleanin' up our river!"

Steve seems like a superhero straight out of a comic book. His work has attracted the attention of local press and national radio, the praise of county commissioners, and the **dedication** of so large a group of volunteers that there

Vocabulary

discarded (dis kărd' əd) *v.* thrown away

dedication (ded' ə kă' shən) *n.* commitment to a person or purpose

7. **Styrofoam** is a brand name for a lightweight material made of plastic foam.

8. A **conservative estimate** is a cautious or moderate guess.

REFLECT

Draw Conclusions About Author's Perspective

What is the author's perspective on the Eco-Canoeist? List your conclusions on the lines below. Support your conclusion with details from the essay.

The author thinks that the Eco-Canoeist is a

superhero; He has become famous for his work;

He is strong because he takes risks in order to

pick up the garbage.

PARTNERS

Talk about your answer with a partner.

Differentiated Instruction

Clarify the Text Help students understand that the Eco-canoeist is doing a huge amount of work to clean the river.

Beginning **Ask:** What are some examples of the weird trash in the river?

Reread the first page of the selection if you do not know the answer. (toilets, trousers)

Intermediate **Ask:** What did Dale Hatch notice about a decade ago? (The trash from the river was showing up in garbage cans.)

Advanced/Advanced High **Ask:** Why did Hatch compare the ex-Marine to Superman's Clark Kent? (Like Clark Kent, he had a secret identity.) What had the ex-Marine been doing for ten years? (He had been collecting garbage from the river and throwing it away.)

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word *fleet* and its definition. **Ask:** *How many boats are now working to cleanup the river with Steve? (a fleet of ten) What do you think inspired the volunteers who are now involved? (cleaning the river by himself)* Read aloud the word and definition of *extraordinary*.

Ask: *Who does the article say has an “extraordinary will?” (Steve Nordinger) Why do you think the article calls his will extraordinary? (because most people would not have kept doing such a big job all alone)*

Literary Element Allusion

Have students note the allusions the author makes to the superhero, Superman. **Ask:** *Why is Steve compared to a superhero? (His work demonstrates a heroic effort.)* Explain to students that Mother Teresa was known for working with the poor and not wanting any recognition for it. Explain that Don Quixote is a character who tries to do impossible things. **Ask:** *Why does the author allude to Mother Teresa and Don Quixote? (Steve worked without expecting any reward like Mother Teresa. He is compared to Don Quixote because he was trying to do something that seemed impossible.)*

fleet (flēt) *adj.* a group of boats, trucks, or planes



extraordinary (iks trōr' də ner' ē) *adj.* beyond the usual or regular



Literary Element

Allusion Underline words the writer uses as allusion.

To Sum Up

- Now, the Eco-Canoeist has ten other people to help him.
- He gets a small amount of money to help his work.
- He is a regular person who did something great.

aren't enough canoes to hold them all—not even with the three new ones that now bring Steve's fleet of canoes to ten, thanks to a small grant recently garnered⁹ from Disney.

⁷⁰ The Eco-Canoeist is a strange kind of superhero. He's a trained fighter, yet so gentle he scrapes loose and releases the snails anchored inside the tin cans he picks up out of rivers. He's a Mother Teresa¹⁰ of Florida wildlife, dressed in Marines fatigues. He is part Don Quixote and part Superman. But he is also, in important ways, an ordinary person—with an extraordinary will.

⁹ Here, *garnered* means “earned” or “gotten by effort.”

¹⁰ *Mother Teresa* was a nun who spent most of her life in India caring for the sick and poor. *Don Quixote* is a character in a novel who defends the helpless.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about Dale Hatch's discovery.
2. What had Steve Nordlinger been doing for ten years?
3. Why does Dale Hatch consider Steve a kind of superhero?
4. What sometimes happens to Steve when he picks up garbage?
5. Does the Eco-Canoeist still work alone? Who helps him?

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

A. Beginning Read aloud each sentence frame and invite volunteers to share the answers. Have students look back at the To Sum Up statements in the essay to complete the sentences.

Writing Link

Postcard

Have students think about the Eco-Canoeist and what he does. Then have them write a postcard to a friend describing his work in the park.

After Reading Have students complete the after reading activities on pages 252 and 253.

Comprehension Check

A. Complete the following sentences.

1. Dale Hatch is a ranger who works at Jay Blanchard Park.
2. Hatch could not believe that the Eco-Canoeist goes out on his own and picks up trash; does something without getting paid.
3. The Eco-Canoeist has been picking up trash from water for more than a decade.
4. The Eco-Canoeist believes that people should protect nature; one person can make a difference.

B. Answer the questions. Support your answers with details from the essay.

5. Who does the writer compare the Eco-Canoeist to?
Clark Kent, Mother Teresa, Don Quixote, Superman
6. Why does the writer make an allusion to Superman?
He has the super power of being able to save the water.
7. Based on details in the essay, what opinion do you think the writer has about the Eco-Canoeist?
She thinks he is a good person.
8. How does the writer's use of allusion help you understand the story? What evidence does she give to support the allusion?
Superman is a hero who saves people. The allusion tells me what the writer thinks of the Eco-Canoeist. She thinks he is a hero who saves the river. She shows how he saves the river with examples of what he does.

C. The writer uses several famous people as allusions in the text. Complete the paragraph that describes the allusions the writer uses when she writes about the Eco-Canoeist.

The writer uses allusion to describe the Eco-Canoeist. She refers to the Eco-Canoeist as Clark Kent. She also refers to him as Mother Teresa; Don Quixote; and Superman. This helps the reader understand the theme because these people try to save others.

For more practice, see page 252–253.



Grammar Link

BLM

Preposition of Place

Prepare students to complete the activity master on page A27. Read the grammar instruction with students, and complete the first item with them to help them get started.

Oral Language

Build Background

Read the title and author. Explain that students will read an excerpt from a longer work titled *Brighton Beach Memoirs*, by Neil Simon. **Ask:**

- What is a memoir? (*a written account of a person's experiences*)
- How is a memoir like a biography or an autobiography? (*It tells about a person's life.*)

Talk About the Play

Explain that this part of the play is a scene where a man tells his younger brother a story about his day at work.

Beginning **Ask:** *Do you have a brother or sister? (yes/no)*

Intermediate Have students describe a sibling, family member, or friend and ask them if this person ever tells stories about his or her day.

Advanced/Advanced High Ask students to talk about the conversations they have had with a friend or family member about his or her day.
Model *My brother worked at a gas station. He would often tell me about the people that came in each day. He met many people who were traveling through town on their way to interesting places.*

TX TEKS

6.5 Understand, make inferences and draw conclusions about the elements of drama and provide evidence from text to support understanding.

6.6.A Summarize the elements of plot development in various works of fiction.

from Brighton Beach Memoirs

by Neil Simon

from Brighton Beach Memoirs

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Lesson at a Glance

Oral Language

- Build Background
- Talk About the Play

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *nt*

Literary Element

- Stage Directions

Reading Skill

- Identify Cause-and-Effect Relationships

Writing Link

- Journal Entry

Fluency

- Expression and Intonation: Punctuation

Comprehension

- Graphic Organizer BLM

Word Study

- Connotations and Denotations BLM

Grammar Link

- Possessive Pronouns BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Play

Read aloud Connect to the Play. Reproduce the numbered list on the board. **Model** *My friends are very important to me. I have known some of them most of my life.* Model writing your response in the list, and have volunteers suggest other responses. Then have individuals complete their own lists.

Literary Element Stage Directions

Read aloud the Literary Element. Have students look at the first page of the play. Explain to students that an actor needs instructions so that a play can be performed the way the writer intended. Tell students that stage directions are instructions that may include how to say a line, whether to stand still or walk, or even the emotions the actor should show. Write a line of dialogue on the board, such as “I need help.” Say the line in a very urgent, excited way. **Ask:** *How would you describe the way I said that? (excited or scared)* Explain to students that the writer of the play could put those words in the stage directions so the actor would know how to say them. Next, say the words very calmly and in a normal voice. **Ask:** *What would the stage directions say now? (The directions would say that the actor should be quiet and calm.)*

Reading Skill Identify Cause-and-Effect Relationships

Read aloud the Reading Skill. Then give examples of cause-and-effect relationships and have students identify the cause and effect in each. For example: *I stayed up too late last night, so today I am very sleepy.* **Ask:** *What is happening? (I am sleepy.) That is the effect. Why did it happen? (I stayed up too late.) That is the cause.*

Connect to the Play

Think about the things that are important to you. They might be objects, such as a bicycle or a piece of jewelry. They might be qualities, such as being kind or honest. Or they might be people, such as your family. List four things that are important to you below.

1. Possible answer: my family
2. Possible answer: my friends
3. Possible answer: my health
4. Possible answer: being nice to people

Literary Element Stage Directions

Stage directions are a playwright’s instructions to the actors, the director, and the stage crew. Stage directions are the words in a script that appear in italicized type within brackets. The actors do not read stage directions aloud. They read the stage directions silently so they know what to do or how to say their lines.

Stage directions give you extra information about a play. They help you imagine how a play looks and sounds when actors perform it.

Reading Skill Identify Cause-and-Effect Relationships

Cause and effect describes a relationship between different events in a story. A **cause** is a person or event that makes something happen. An **effect** is what happens.

Read the following example:

Cause: You practice the piano every day. **Effect:** You play the piano well.

To **identify cause-and-effect relationships**, ask yourself these questions as you read:

- What happened?
- Why did it happen?

When you identify cause and effect relationships, you will understand the story better.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

temporarily (tem' pə rer' ə lē) *adv.* for a short time
We stayed with my aunt temporarily.
 > Cognate (Spanish) **temporalmente**

astounded (əs tound' id) *v.* surprised
I was astounded when I won the contest.

principles (prin' sə pəls) *n. pl.* personal rules of right and wrong
 My family has taught me **principles** that I follow.
 > Cognate (Spanish) **principios**

worshipped (wur' shipt) *v.* adored or idolized
 Emilio **worshipped** his favorite sports player.

Content Vocabulary

permanent (pur' mə nənt) *adj.* lasting forever
I have a permanent scar on my chin.
 > Cognate (Spanish) **permanente**



lifetime (lif' tīm') *adj.* for the length of a person's life
A judge on the Supreme Court has a lifetime appointment.



bawling (bōl' ing) *v.* crying loudly
The baby started bawling because she was hungry.



dignity (dig' nə tē) *n.* honor
The man walks and speaks with great dignity.
 > Cognate (Spanish) **dignidad**



grit (grit) *v.* to grind or grate
I grit my teeth when I feel frustrated.



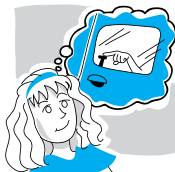
apology (ə pol' ə jē) *n.* an expression of regret
She wrote a letter of apology to her friend.



consider (kən sid' ər) *v.* to think about carefully
I like to consider my options before making a choice.



positively (poz' ə tiv lē) *adv.* absolutely; for sure
Julia was positively sure she had locked the car door.



For more practice, see page 254.

from Brighton Beach Memoirs

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: If something happens **temporarily**, it happens for a short time. **Example:** I was out of school temporarily when I had the flu. **Ask:** What is another example of something that might happen temporarily? **EXAMPLE**

If you are **astounded**, you are surprised or amazed. *I was astounded when I found out my sister was getting married.* Describe a time when you were astounded. **DESCRIPTION**

Your **principles** are your ideas about what is right and wrong. *Cheating is against my principles.* How are principles like rules? **EXPLANATION**

Continue the process with **worshipped**.

Content Vocabulary

If something is **permanent**, it lasts forever. *Mom's decision was permanent; she was not going to change her mind.* How are **permanent** and **temporary** similar? How are they different? **COMPARE AND CONTRAST**

Your **lifetime** is all the time that you live. *During my lifetime, I have seen many changes in the world.* What do you hope to do in your lifetime? **EXAMPLE**

If you are **bawling**, you are crying loudly. *The young boy is bawling because he fell and hurt his knees.* What is a word that means the opposite of bawling? **ANTONYM**

A person with **dignity** is a person with honor and self-respect. *Marion acted with dignity when she refused to gossip about her friend.* Describe a person you know who has dignity. **DESCRIPTION**

Continue the process with **grit**, **apology**, **consider**, and **positively**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 254.

Phonics

Consonant Clusters with *nt*

Tell students they are going to practice consonant cluster *nt*. Tell them that consonants are clustered, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *nt* at the end of the word (*permanent*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /n/ and /t/. Then have students say the word.

Ask students to find words with /nt/ on pages 185 (*account*), 186 (*agreement*) and 187 (*want*). Briefly explain their meanings, and have students repeat them.

Interactive Question-Response

Background Information

Read aloud the background note. Tell students that in 1937, the United States was still suffering from the Great Depression. Ask students to share any information they know about the Great Depression. **Ask:** *If work was hard to find, do you think most people would feel lucky to have a job? (yes/no) Do you think people who had jobs would work hard to keep them? (yes/no)*

Literary Element Stage Directions

Have students share what they checked. If students have difficulty responding, read aloud and act out the boxed stage directions or have a volunteer act out Stan's actions. **Ask:** *How do you think Stan feels? (sad, upset)*

Content Vocabulary

Read aloud the words and their definitions. Focus students on Stan's last lines on the page. **Ask:** *Can Stan go back to work next week? (no) Why not? (He was fired.) How are the words permanent and lifetime related? (They describe a long time.) Which word is the opposite of permanently? (temporarily)*

from Brighton Beach Memoirs

Background Information

Brighton Beach Memoirs is a play about a Jewish family living in New York City in 1937.

Literary Element



Stage Directions What do the stage directions in line 10 tell you about Stan? Check the correct answer.

☒ He is really upset.
☐ He is excited.
☐ He is tired.

permanent (pur' mə nent) *adj.*
lasting forever



lifetime (lif' tīm') *adj.* for the length of a person's life



To Sum Up

- ▶ Stan and Eugene are brothers.
- ▶ Stan was fired from his job.

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STAN. [half whisper] Hey! Eugie!

EUGENE. Hi, Stan! [to audience] My brother, Stan. He's okay. You'll like him. [to STAN] What are you doing home so early?

STAN. [looks around, lowers his voice] Is Pop home yet?

EUGENE. No . . . Did you ask about the tickets?

STAN. What tickets?

EUGENE. For the Yankee game. You said your boss knew this guy who could get passes. You didn't ask him?

STAN. Me and my boss had other things to talk about.

10 [He sits on steps, his head down, almost in tears.] I'm in trouble, Eug. I mean really big trouble.

EUGENE. [to audience] This really shocked me. Because Stan is the kind of guy who could talk himself out of any kind of trouble. [to STAN] What kind of trouble?

STAN. . . . I got fired today!

EUGENE. [shocked] Fired? . . . You mean for good?

STAN. You don't get fired **temporarily**. It's permanent. It's a lifetime firing.

EUGENE. Why? What happened?

Vocabulary

temporarily (tem' pə rer' ə lē) *adv.* for a short time

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A28.



Stetson

STAN. It was on account of Andrew. The colored guy who sweeps up. Well, he was cleaning the floor in the stock room¹ and he lays his broom against the table to put some junk in the trash can and the broom slips, knocks a can of linseed oil² over the table and ruins three brand new hats right out of the box. Nine dollar Stetsons. It wasn't his fault. He didn't put the linseed oil there, right?

EUGENE. Right.

STAN. So Mr. Stroheim sees the oily hats and he gets crazy. He says to Andrew the hats are going to have to come out of his salary. Twenty-seven dollars. So Andrew starts to cry.

EUGENE. He cried?

STAN. Forty-two years old, he's bawling all over the stock room. I mean, the man hasn't got too much furniture upstairs anyway, but he's real sweet. He brings me coffee, always laughing, telling me jokes. I never understand them but I laugh anyway, make him feel good, you know?

EUGENE. Yeah?

STAN. Anyway, I said to Mr. Stroheim I didn't think that was fair. It wasn't Andrew's fault.

EUGENE. [*astounded*] You said that to him?

STAN. Sure, why not? So Mr. Stroheim says, "You wanna pay for the hats, big mouth?" So I said, "No. I don't want to pay for the hats." So he says, "Then mind your own business, big mouth."

EUGENE. Holy mackerel.

STAN. So Mr. Stroheim looks at me like machine gun bullets are coming out of his eyes. And then he calmly sends Andrew over to the factory to pick up three new hats.

Vocabulary

astounded (as tound' id) v. surprised

1. A **stock room** is a place in an office or factory where supplies are kept.
2. **Linseed oil** is a liquid made from plant seeds. It is used to make paints and inks.

Follow along as your teacher leads the class in reading the text aloud.



Comprehension Check

Reread the boxed text at the top of the page. Underline why Andrew gets in trouble.

bawling (bôl' ing) v. crying loudly



He hasn't got too much furniture upstairs is slang. It means "he isn't very smart."

To Sum Up

- ▶ The janitor at Stan's job accidentally spills some oil and ruins three hats.
- ▶ Mr. Stroheim is the boss. He tells the janitor that he must pay for the hats.
- ▶ Stan tells Mr. Stroheim that he is being unfair.

from Brighton Beach Memoirs

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Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. If students have trouble answering: **Model** / *can scan the text to find Andrew's name. It says that he was sweeping and a can of oil spilled on some new hats.*

Content Vocabulary

Read aloud the word *bawling* and its definition.

Ask: *What is the difference between crying and bawling? (Bawling is much louder.)*

Selection Vocabulary

Focus students on the stage direction that says Eugene is astounded. Read aloud the definition of *astounded*. **Ask:** *How might a person who is astounded look? How do you think Eugene would look? Have students act out their responses.*

Academic Vocabulary

Tell students that an accident **triggered** a disagreement between Mr. Stroheim and Stan. Explain that *triggered* means "began or brought about." Have students think about what happened in the play. Write the following sentence frame on the board and have students complete it.

The accident that triggered the disagreement was _____. (Andrew spilling linseed oil on the new hats)

Fluency

Expression and Intonation: Punctuation

Advanced/Advanced High Tell students that they will be doing a choral reading of the first box of text on page 185. Remind students to use correct intonation when they come to a question mark or an exclamation point. Model the fluency skill as you read the text at a moderate tempo. Then have students read the passage aloud as a group. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Intermediate Have these students do a shared reading of only Stan's first paragraph. Before they begin, model reading aloud the text. Then have students join you in a shared reading of the passage.

Interactive Question-Response

Content Vocabulary

Read aloud the word *dignity* and its definition. Ask students to name someone they know who has dignity. **Model** *My grandmother had dignity. She always walked with her head up. I always thought of her as a strong, confident woman.* Read aloud the word *grit* and its definition. Explain that the phrase “grit your teeth” means “to do something with determination.” **Ask:** *Do you ever grit your teeth? (yes/no) When do you usually grit your teeth?*

Literary Element Stage Directions

If students have difficulty responding: **Model** *The stage directions say that Stan is enjoying himself. I think he is having fun telling his story to Eugene.* **Ask:** *Do you think Stan is happy with what he did? (yes/no) Do you think he is proud of what he did? (yes/no)*

dignity (dig' nā tē) *n.* honor



grit (grit) *v.* to grind or grate



Literary Element

Stage Directions What do the stage directions in line 68 tell you about how Stan feels about what he did?

Possible answer: Stan seems proud of what he did.

About to bust a gut means “laughing very hard.”

To Sum Up

- ▶ Mr. Stroheim tells Stan to clean the floor as a punishment.
- ▶ Stan sweeps dust onto Mr. Stroheim's shoes.

Which is usually my job. So guess what Mr. Stroheim tells me to do?

EUGENE. What?

STAN. He tells me to sweep up. He says, for this week I'm the cleaning man.

EUGENE. I can't believe it.

STAN. Everybody is watching me now, waiting to see what I'm going to do. [EUGENE nods in agreement.] . . . Even Andrew stopped crying and watched. I felt the dignity of everyone who worked in that store was in my hands . . . so I grit my teeth, and I pick up the broom, and there's this big pile of dirt right in the middle of the floor . . .

EUGENE. Yeah?

STAN. . . . And I sweep it all over Mr. Stroheim's shoes.

Andrew had just finished shining them this morning, if you want to talk about irony.

EUGENE. I'm dying. I'm actually dying.

STAN. [enjoying himself] You could see everyone in the place is **about to bust a gut**. Mrs. Mulcahy, the bookkeeper, can hardly keep her false teeth in her mouth. Andrew's eyes are hanging five inches out of their sockets.

EUGENE. This is the greatest story in the history of the world.

STAN. So Mr. Stroheim grabs me and pulls me into his back office, closes the door and pulls down the shades. He gives me this whole story how he was brought up in Germany to respect his superiors.³ That if he ever — [in accent] “did soch a ting like you do, they would beat me in der cup until dey carried me away dead.”

3. Your **superiors** are people who have more power or authority than you do.

Word Study

BLM

Connotations and Denotations

Point out Eugene's line, “I'm dying. I'm actually dying.” Explain to students that all words have a denotation, or dictionary definition. Some words also have an additional connotation, or implied meaning. Tell students that the thoughts, feelings, or images they associate with a word are part of a connotation. **Ask:** *What is the denotation of dying? (about to physically die)* Have students use a dictionary, if needed. **Ask:** *What is the connotation of dying in Eugene's line? (thrilled, excited)* Then have students practice connotations and denotations by completing the activity on page A29.

EUGENE. That's perfect. You got him down perfect.

STAN. And I say, "Yeah. But we're not in Germany, old buddy."

EUGENE. You said that to him?

STAN. No. To myself. I didn't want to go too far.

EUGENE. I was wondering.

STAN. Anyway, he says he's always liked me and always thought I was a good boy and that he was going to give me one more chance. He wants a letter of apology. And that if the letter of apology isn't on his desk by nine o'clock tomorrow morning, I can consider myself fired.

EUGENE. . . . I would have had a heart attack . . . What did you say?

STAN. I said I was not going to apologize if Andrew still had to pay for the hats . . . He said that was between him and Andrew . . . and that he expected the letter from me in the morning . . . I said good night, walked out of his office, got my hat and went home . . . ten minutes early.

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apology (ə pol' ə jē) *n.* an expression of regret



consider (kən sid' ə) *v.* to think about carefully



Comprehension Check

Reread the boxed text. What can Stan do to keep his job? Check the correct answer.

- ☐ He can buy Mr. Stroheim a hat.
☒ He can write a letter of apology.
☐ He can buy Andrew a hat.

To Sum Up

- Mr. Stroheim wants a letter of apology from Stan.
- Stan won't apologize and goes home early.

from Brighton Beach Memoirs

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Interactive Question-Response

Content Vocabulary

Have students read aloud the word *apology* and its definition. **Ask:** *What does a person say when he or she gives an apology? (I'm sorry.)* Have students read aloud the sentence that contains the content vocabulary word *consider*. **Ask:** *Does Stan think he is really fired? (yes)* **Ask:** *How do you know? (He says he considers himself fired.)*

Comprehension Check

Ask students to share what they checked. **Ask:** *What does Mr. Stroheim want from Stan? (a letter of apology)* **Ask:** *What will happen if he doesn't get it? (Stan will not get his job back.)*

Reflect

Partner Talk Have students work in pairs to answer. Write the following sentence frames on the board to help students organize their thoughts:

Mr. Stroheim asks for a letter of apology because ____.

Stan ____, and so Mr. Stroheim wants him to apologize.

Help students identify which is the cause (*Stan sweeps dirt on his shoes*) and which is the effect (*Mr. Stroheim wants an apology*).

REFLECT

Identify Cause-and-Effect Relationships

Why does Mr. Stroheim ask for a letter of apology from Stan? Write the cause in the Cause box. Write the effect in the Effect box.

Cause

Effect

Possible answer:
Andrew ruined some hats and Mr. Stroheim wants to charge him.



Possible answer:
Stan tells Mr. Stroheim he is wrong and sweeps dirt on his shoes.

Differentiated Instruction

Clarify the Text Help students understand why Stan will not apologize to Mr. Stroheim.

Beginning Read aloud the To Sum Up statements as the students follow along.

Ask: *Does Stan think he should apologize? (no) What does he do after he decides not to apologize? (goes home early)*

Intermediate Have partners read aloud the boxed text on page 187. Then have students complete these sentence frames: *Stan is upset with Mr. Stroheim because ____.* (*he thought Mr. Stroheim was unfair to Andrew*) *Stan thinks the right thing to do is ____.* (*not write the letter*)

Advanced/Advanced High **Ask:** *What would Mr. Stroheim have to do for Stan to apologize? (tell Andrew he does not have to pay for the hats)* **Ask:** *What words in the text helped you answer? ("I said I was not going to apologize if Andrew still had to pay for the hats.")*

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *positively*.

Ask: *Is Stan planning to write the letter or not? (No, he is not planning to write the letter.)*

Selection Vocabulary

Have a student read aloud the word *principles* and its definition. **Ask:** *What principle is Stan standing up for? (fairness)* Have a student read aloud Eugene's last speech beginning with "I always had this two way thing." **Ask:** *Are worshipped and hated the same or opposites? (opposites) Which way do you think Eugene feels about Stan today? (He worships him.)*

positively (poz' ə tiv lē) *adv.*
absolutely; for sure



Worshipped the ground he walked on means "adored him."

Work with a partner and try to use this expression in a sentence.

To Sum Up

- Stan wants to do what he thinks is right.
- Stan will not apologize.

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EUGENE. I'm sweating. I swear to God, I'm sweating all over.

STAN. . . . I don't know why I did it. But I got so mad. It just wasn't fair. I mean, if you give in when you're eighteen and a half, you'll give in for the rest of your life, don't you think?

EUGENE. I suppose so . . . So what's the decision? Are you going to write the letter?

STAN. [*thinks . . .*] . . . No!

EUGENE. Positively?

STAN. Positively. Except I'll have to discuss it with Pop. I know we need the money. But he told me once you always have to do what you think is right in this world and stand up for your **principles**.

110 EUGENE. And what if he says he thinks you're wrong? That you should write the letter.

STAN. He won't. He's gonna leave it up to me, I know it.

EUGENE. But what if he says, "Write the letter"?

STAN. Well . . . that's something we won't know until after dinner, will we? . . . [*He crosses into the house.*]

EUGENE. [*looks after him, then turns out to audience*] . . . All in all, it was shaping up to be one heck of a dinner. I'll say this though . . . I always had this two way thing about my brother. Either I **worshipped the ground he walked on** . . . or I hated him so much I wanted to kill him . . . I guess you know how I feel about him today.

Vocabulary

principles (prin' sə pəls) *n. pl.* personal rules of right and wrong
worshipped (wur' shipt) *v.* adored or idolized

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A28.

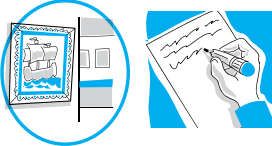
After You Read



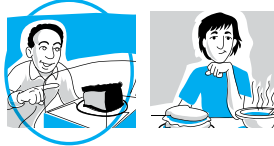
Vocabulary Check

A. Circle the picture that matches the meaning of the vocabulary word.

1. permanent



3. positively



2. apology



4. lifetime



B. Write each vocabulary word on the line beside the word or phrase that means the same.

bawling

consider

dignity

grit

5. dignity pride

7. consider think about

6. bawling crying

8. grit grind

C. Think about the meaning of the vocabulary word in each sentence. Then circle the letter of the word or phrase with the same meaning.

9. You need to always follow your **principles**.

- a. teachers **b. rules** c. peers

10. The beauty of the artwork **astounded** me.

- a. surprised** b. disappointed c. scared

11. The people **worshipped** their leader.

- a. adored** b. ignored c. fought

12. The store closed **temporarily** while the roof was being fixed.

- a. yesterday b. forever **c. for a short period**

from Brighton Beach Memoirs

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Vocabulary Check

A. Beginning

Read the directions and then each word aloud. Point to each answer choice and have students answer with *yes* or *no*. Then describe the art, using the vocabulary word. Have students repeat as you point to the word and picture. For example: *A pencil mark can be erased, but a painting is permanent.*

Grammar Link

BLM

Possessive Pronouns

Prepare students to complete the activity master on page A30. Read the grammar instruction with students, and complete the first item with them to help them get started.

For more practice, have students write a short memoir about a time when they stood up for something important to them. Remind them to use the newly learned possessive pronouns correctly. When students have finished, have them exchange their memoirs with a partner and edit each other's work for pronoun agreement.

Comprehension Check

A. Beginning

Read aloud the three events. **Ask:** Which event happened first? Have students write the number of the statement in the box labeled "Beginning." Continue with the remaining two statements. After all three statements are numbered, have students read them in order. **Ask:** Is this the correct order of events? (yes/no)

After Reading Have students complete the after reading activity on page 255.

Comprehension Check

A. Read the events listed below. Then complete the diagram. Put the events of the play in order of beginning, middle, and end. Write the number in the correct box.

1. Stan must write a letter of apology if he wants to keep his job. He says he will not do it.
2. Mr. Stroheim wants the janitor to pay for the hats that he ruined.
3. Stan tells Mr. Stroheim that he is unfair. Mr. Stroheim tells Stan to sweep the floor. Stan sweeps the dust onto Mr. Stroheim's shoes.

Beginning 2

Middle 3

End 1

B. Read the stage directions below. Then write what the stage directions tell you about the characters.

4. [looks around, lowers his voice] (p. 184) Stan is hiding something.
5. [He sits on the steps, his head down, almost in tears.] (p. 184) Stan is upset and embarrassed.
6. [astounded] (p. 185) Eugene is surprised.
7. [enjoying himself] (p. 186) Stan is smiling.

C. Think about the play. Then complete each sentence to identify the cause-and-effect relationship.

8. Stan looks sad when he gets home from work because he lost his job.
9. Andrew gets in trouble at work when he ruins three new hats.
10. Andrew starts crying because Mr. Stroheim says Andrew must pay for the hats.
11. Stan speaks up and tells Mrs. Stroheim that he is unfair.
12. Mr. Stroheim says that Stan is not respectful because Stan swept dirt on his shoes.

For more practice, see page 255.



Writing Link

Journal Entry

Have students think about how Stan feels about his trouble at work. Have students work in pairs to write a journal entry for Stan that describes his thoughts and feelings. Remind students to start by writing the date. Encourage students to share their completed journal entries with the class.



6.10.B Explain whether facts included in an argument are used for or against an issue.

TIME Best of Buddies

by Kevin Gray
and Cindy Dampier

TIME: Best of Buddies 191

Oral Language

Build Background

Read the title and author. Explain that students will read “TIME: Best of Buddies,” a magazine article about an organization that helps mentally disabled people. **Ask:** *What does buddy mean? (friend).* **Ask:** *What would best buddies do together? (see each other a lot, enjoy talking, be loyal to each other)*

Talk About the Magazine Article

Explain that the article is about Best Buddies, an organization that matches volunteers with mentally disabled “buddies.”

Beginning Have students think about what it means to be buddies. Work with students to model ways to help a buddy, such as carrying heavy packages.

Intermediate Explain that in Best Buddies, two people are matched up as buddies. Have students describe how friends help each other.

Buddies help each other by _____. (spotting each other in sports, studying together)

Advanced/Advanced High Many students may be familiar with events such as the Special Olympics. Help students describe how the Special Olympics help the participants. **Model /** *know that the Special Olympics helps disabled people to have athletic success. There are also other ways for disabled people to enjoy success.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Magazine Article

Vocabulary

- Content Vocabulary

Phonics

- Long Vowel /ū/

Reading Strategy

- Preview

Reading Skill

- Distinguish Fact and Opinion

Writing Link

- Speech

Comprehension

- Graphic Organizer BLM



Grammar Link

- The Simple Past Tense: Time Clauses with *Before* and *After* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Magazine Article

Read aloud the text. Reproduce the chart on the board. **Model** *I have an older neighbor. I help my neighbor rake the leaves that fall off his trees. I learned that my neighbor appreciates my help. That makes me feel good.* Model writing your response in the chart, and have volunteers suggest other responses. Then have individuals fill in their own charts.

Reading Strategy Preview

Read aloud the Reading Strategy. Then discuss reasons to preview. **Model** *I can preview the title or headline, the deck, and the subheads so that I know what the article will be about. Because I know what the article is about before I read it, I will understand the details better.* Prompt students to preview the article. Have them write what they think it will be about and why.

Reading Skill Distinguish Fact and Opinion

Read aloud the Reading Skill. Then provide an example of a fact and an example of an opinion, such as: *Jean got the highest test score in the class. That is a fact. I can prove it by looking at everyone's test scores. Jean said, "This test is easy." That is an opinion. It tells her thoughts and feelings.* Then prompt students to give their own examples of facts and opinions.

Connect to the Magazine Article

Think about a time you helped someone else. How did you help the other person? What did you learn or feel? Write about your experience below.

How I Helped	What I Learned
Possible answer: I helped an older neighbor rake leaves.	Possible answer: People really appreciate help with simple chores. It made me feel good.

Reading Strategy Preview

When you **preview** an article, you look at it before reading to find out what it will be about. To preview, look at:

- > the title, or headline
- > the deck, or sentence in large type under the title
- > any boldfaced subheadings

Reading Skill Distinguish Fact and Opinion

A **fact** can be proved. An **opinion** cannot be proved. An opinion is what someone thinks or feels. If you can **distinguish fact from opinion**, you can decide what to believe as you read.

As you read the article, think about which statements are facts and which are opinions.

Ask yourself the following questions:

- > Can I prove this by looking it up in a reference source?
- > Does this sound like someone's thoughts or feelings?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
program (prō' gram) <i>n.</i> a plan to solve a problem <i>Our school has a program for students who need help with math.</i> ➤ Cognate (Spanish) programa 	community (kə mū' nē) <i>n.</i> all the people living in the same area <i>Many different people live in our community.</i> ➤ Cognate (Spanish) comunidad 	volunteers (vol' ən tēz') <i>n. pl.</i> people who give their time doing something for which they do not get paid <i>Volunteers built the paths in our park.</i> ➤ Cognate (Spanish) voluntarios(as) 	talent (tal' ənt) <i>n.</i> special skill <i>Mario has a talent for singing.</i> ➤ Cognate (Spanish) talento 
opportunities (op' ə tūō' nē tēz) <i>n. pl.</i> times or chances to do something useful or helpful <i>She has many opportunities to help at home.</i> ➤ Cognate (Spanish) oportunidades 	valued (val' ūd) <i>adj.</i> prized or respected, <i>Lashaya is a valued worker at our store.</i> 	employers (em ploī' ərz) <i>n. pl.</i> people who give other people jobs that pay <i>She has two employers because she has two jobs.</i> 	abilities (ə bil' ə tēz) <i>n. pl.</i> skills or powers <i>Everyone has different abilities for doing different things.</i> ➤ Cognate (Spanish) habilidades 

For more practice, see page 256.

TIME: Best of Buddies

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: A **program** is something you organize.

Example: We started a *program* to help people make their neighborhoods better. **Ask:** How is a program like a plan? **SYNONYM**

When people live or work together, we call them a **community**. *There are four schools in our community.* How are the words *community* and *neighborhood* the same? How are they different?

COMPARE AND CONTRAST

Volunteers help people but do not receive money. *The volunteers at the library help us find the books we need.* What volunteer jobs do you know of? **EXPLANATION**

A **talent** is an ability to do something. *LeBron James has a talent for playing basketball.* How would you know if someone had talent?

EXPLANATION

Opportunities are chances to do something useful or helpful. *I have many opportunities to learn a new language.* What opportunities do you have or want? **EXAMPLE**

If something is **valued**, it is appreciated and respected. *I valued your help with this project.* Describe how it feels to be valued. **DESCRIPTION**

Employers are people you work for. *My employers pay me money to do my job.* How are employers like bosses? **SYNONYM**

Abilities are the things you can do. *My abilities to run and swim help me race in the triathlon.* What abilities do you have? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 256.

Phonics

Long Vowel /ū/

Tell students they are going to practice the vowel sound /ū/. Pronounce the sound /ū/ for students. Explain to students that the /ū/ sound can be spelled *ou*, *ew*, *eu*, *u*, *ue*, or *u_e*, such as in *you*, *few*, *feud*, *cubicle*, *cue*, and *use*. Then point out the content vocabulary words *community* and *valued*. Slowly pronounce the words, one at a time, and have students raise their hands when they hear /ū/. Then have students repeat the words.

Ask volunteers to write the following words from the selection on the board. Briefly explain their meanings, and have students pronounce them after you.

used

university

huge

continued

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Then read the sentence containing the word *program*. **Ask:** *What kind of program is Best Buddies? (one that helps people with mental disabilities to develop skills)* Then read the sentence containing the word *community*. **Ask:** *Where was Shriver when he decided to set up Best Buddies? (Shriver was at college.)*

program (prō' gram) *n.* a plan to solve a problem



community (kə mū' nə tē) *n.* all the people living in the same area



The word **buddies** means "friends."

To Sum Up

- Anthony Shriver started Best Buddies in 1987.
- Best Buddies is a program for people with mental disabilities.
- It helps people make new friends and find jobs.

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TIME Best of Buddies

Anthony Shriver's program for the mentally disabled encourages people to stop staring and start sharing.

Anthony Kennedy Shriver is thinking about the day in 1994 when he and Jorge Mentado,¹ 39, went shopping together. Shriver and Mentado, who is mentally challenged, are good friends. "You'd think World War III² had broken out," says Shriver, with a chuckle. "Jorge is very hard to understand. He had on big boots with the laces untied. In [one shop], he'd say hello to every pretty girl and talk to the salespeople. One woman came in with a little dog, and Jorge started petting it. It was like a movie. People need to see that sort of thing."¹⁰

Shriver is founder and president of Best Buddies. The main goal of Best Buddies is to better the lives of people with mental disabilities.³ The program helps them to make new friends and to find jobs. Another goal "is to make it so people won't stare," says Shriver. "So, when you go downtown or into a church, they're used to having people with mental disabilities in there."

Shriver came up with the idea in 1987 while he was a student at Georgetown University. "I saw a lot of my buddies not doing a whole heck of a lot in the community," he says. "I figured it wouldn't take a huge effort for them to

1. **Jorge Mentado** (hor' ha măn tā' do)

2. **World War III** is a name people use for the next global war. World Wars I and II took place in the twentieth century.

3. People with **mental disabilities** have trouble thinking logically and understanding things.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A31.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *volunteers*.

Ask: *Why would someone help out in the community if they were not being paid? (because helping others makes people feel good and it is good for the community as a whole)* Then read aloud the word and definition of *talent*. **Model** *Every person has a talent. Singers have a talent for music. Athletes have a talent for sports.*

Authors have a talent for writing. **Ask:** *What is your talent? (playing soccer, riding a bicycle, drawing pictures)* Then read aloud the word and definition of *opportunities*. **Ask:** *How did Shriver help create opportunities for people with mental disabilities? (Best Buddies trains them for professional jobs.)*

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements from pages 194 and 196. Then have students explain what Best Buddies does. Provide a sentence frame:

In Best Buddies, _____. (volunteers help people with mental disabilities)

volunteers (vol' an tēz') *n. pl.* people who give their time doing something for which they do not get paid



Here, **branches** are parts of an organization that do the same work but in different places.

talent (tal' ant) *n.* special skill



opportunities (op' ar too' na tēz) *n. pl.* times or chances to do something useful or helpful



To Sum Up

- ▶ At the first Best Buddies meeting, Shriver paired volunteers with people with mental disabilities.
- ▶ Best Buddies is now in all states and twelve countries.
- ▶ Shriver believes people should focus on what they have in common.

integrate⁴ someone into their daily routine." Fifty volunteers came to Shriver's first Best Buddies meeting. He paired them with people from group homes⁵ and special schools. After Shriver graduated, interest in the project continued. He received calls from students who wanted to start **branches** of Best Buddies at other colleges.



a college

"I thought I'd just take a couple of months to get this going at a couple of other colleges. I never stopped," recalls Shriver.

Since then, Best Buddies has grown to include more than 6,500 "buddies." Today, Best Buddies International Inc. has branches in all 50 states and in more than 12 countries. There are even branches in middle schools and high schools and in corporations and churches. Best Buddies Jobs trains the mentally challenged so they can get professional jobs, not just jobs bagging groceries. Shriver believes everyone has a special talent. "It's up to us," he says, "to create opportunities for these individuals to develop and share their skills."

Best Buddies helps people to realize what they have in common, instead of focusing on differences. In schools, students are paired with kids in special education. These friends meet weekly to have lunch, shop, go to an event, or just hang out and talk.

Judy Hales of Miami, whose mentally challenged son David, 12, has a buddy, calls the program a roaring success. "The first time David went out," she says, "our family all said, 'Where's David?' because he never got to go out without one of us." George Zitnay, an expert on

4. Here, **integrate** means "to make someone or something a part of something else."

5. **Group homes** give people with mental disabilities a place where they can live with others safely.

Differentiated Instruction

Clarify the Text Help students understand how Best Buddies grew from a small organization to a large one.

Beginning Have students reread the second bullet in the To Sum Up box.

Ask: *Is Best Buddies only at Anthony Shriver's college, or has it spread to other places? (It has spread to other places.)*

Intermediate Have students reread the text in the first box. **Ask:** *Why did Best Buddies keep going even after Shriver graduated? Provide a sentence frame: Best Buddies continued because _____. (people were interested in the project)*

Advanced/Advanced High Encourage students to discuss why Best Buddies grew into a large organization. **Ask:** *Why do you think Best Buddies grew so quickly? (because a lot of people liked the idea and wanted to be a part of it)* If students have difficulty responding, have them reread the first two paragraphs aloud.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of **valued**. **Ask:** *Why are the friendships people make through Best Buddies so valued? (because people with mental disabilities care about and need their new friends)* Then have a student read aloud the word and definition of **employers**. **Ask:** *Why might employers need to learn about people with mental disabilities? (Some employers might not know that people with mental disabilities can be good workers.)* Then have a student read aloud the word and definition of **abilities**. **Ask:** *How does Best Buddies help people to gain new abilities? (The program provides training. The mentally disabled buddy also learns from his non-disabled buddy.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *I know that something that can be proved is a fact. I am going to look back at the article and find something that can be proved. I know that someone's thoughts and feelings are their opinion. I am going to look back at the article and find an example of someone's thoughts or feelings.* Write the following sentence frames on the board to help students organize their thoughts:

___ is a fact from the article. It can be proved.

___ is an opinion from the article. It is how one person thinks or feels.

English Language Learning Strategies

Remind students of expressions they can use to request assistance or ask for clarification, such as: "Can you repeat that, please?" or "Would you please explain what you mean by that?"

valued (val' ūd) *adj.* prized or respected



employers (em ploī' ərz) *n. pl.* people who give other people jobs that pay



abilities (ə bil' ə tēz) *n. pl.* skills or powers



To Sum Up

- George Zitnay knows a lot about people with mental disabilities.
- Zitnay says people with mental disabilities have been kept away from other people for too long.
- Shriver hopes that someday people of different abilities will become friends without Best Buddies.

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mental disabilities, says getting people like David into the community is a great idea. "People with mental disabilities have been isolated⁶ for too long," says Zitnay. "Best Buddies addresses the need for valued friendship."

Shriver's hope is that one day Best Buddies will no longer be needed. "Hopefully, people will just start having these friendships naturally," he says. Until then, Best Buddies will continue educating students, employers, and communities about the needs and abilities of people with mental disabilities.

6. To be **isolated** is to be kept away from others.

REFLECT

Distinguish Fact and Opinion

List one fact from the article. List one opinion. Then explain how you know they are fact or opinion.

Possible answer: Shriver is founder and president

of Best Buddies is a fact. It can be proved. Everyone

has a special talent is an opinion. I may or may not

agree with this.

PARTNERS

 Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A31.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

Read the selection aloud while students take notes on the note-taking page. To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

B. Intermediate

Explain that students should review the meanings of *fact* and of *opinion* before they complete the chart. Encourage students to return to the text for details.

Writing Link

Speech

Have students write a brief speech that might be given at an awards dinner for Best Buddies. Have them include at least three positive points about Best Buddies. Encourage students to practice so that their rate of speech is slow enough to be heard and understood, and to practice proper expression.

After Reading Have students complete the after reading activities on pages 257 and 258.

Comprehension Check

A. Complete the sentences below.

- Best Buddies is a program that helps people with mental disabilities.
- In 1987, Anthony Shriver founded Best Buddies.
- Best Buddies helps people form friendships.
- Best Buddies also helps people with mental disabilities to find good jobs.

B. Complete the chart below. Read each statement from the article in the left column. In the right column, write F for fact or O for opinion. In the last row, write your own opinion about Best Buddies.

Statement from the Article	Fact or Opinion
5. Shriver is founder and president of Best Buddies.	F
6. Everyone has a special talent.	O
7. Best Buddies has grown to include more than 6,500 "buddies."	F
My opinion is	Possible answer: Best Buddies is good for people with mental disabilities and for other people who want to help.

C. Think about the article. Answer the questions in complete sentences.

- Why did Anthony Shriver begin Best Buddies? Possible answer: He saw that people with mental disabilities needed friends who could help them be part of the larger community.
- How big is the program now? Possible answer: Best Buddies has branches in 50 states and 12 countries and has more than 6,500 buddies.
- What is Shriver's hope for the program in the future? Possible answer: He hopes that Best Buddies won't be needed for people to be friends with people with mental disabilities.

For more practice, see pages 257–258.

Grammar Link

BLM

The Simple Past Tense: Time Clauses with *Before* and *After*

Prepare students to complete the activity master on page A32. Read the grammar instruction with students, and complete the first item with them to help them get started.



6.8 Explain how authors create meaning through stylistic elements.

RC-6.F Make connections between and across multiple texts of various genres, and provide textual evidence.

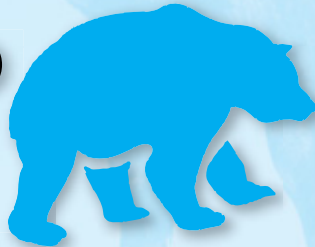
ZLATEH THE GOAT



by Isaac Bashevis Singer

and

THE BOY WHO LIVED WITH THE BEARS



by Joseph Bruchac

Zlateh the Goat and The Boy Who Lived with the Bears

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Oral Language

Build Background

Read the titles and authors. Explain that “Zlateh the Goat” is a short story by Polish author Isaac Bashevis Singer, whose stories depict Jewish life. “The Boy Who Lived with the Bears” is a folktale by Joseph Bruchac, a Native American storyteller. **Ask:** *What are some ways that animals help people? (dogs help blind people get around; dogs guard people’s homes)* **Ask:** *Which animal do you think would make a better pet, a bear or a goat?*

Talk About the Short Story and Folktale

Explain that in both stories, animals help people.

Beginning Explain that one story is about a goat, another about a bear. Show pictures, if possible. **Ask:** *Have you ever seen a bear or a goat? (yes/no)*

Intermediate Have students describe a pet that they would like to have and explain why.

I would like to have a pet ____ because ____. (cat; I think they are cute)

Advanced/Advanced High Have partners discuss what characteristics they would like in a pet. **Model** *When I was a child, I had a dog. He was very friendly and playful. If I could have a pet now, I would want my pet to be friendly and playful.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story and Folktale

Vocabulary

- Content Vocabulary

Phonics

- Short Vowel /o/

Literary Element

- Style

Reading Skill

- Compare and Contrast

Writing Link

- Postcard

Fluency

- Intonation and Pacing: Smooth Reading

Comprehension

- Graphic Organizer BLM

Word Study

- Figurative Language: Similes BLM
- Base Words and Their Derivatives BLM

Grammar Link

- Run-on Sentences BLM

BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



and



Interactive Question-Response

Connect to the Short Story and Folktale

Read aloud *Connect to the Short Story and Folktale*. Think of different sentences for the answer. **Model** *One day, my little brother got lost at the beach. He was scared and I was very worried, but I found him quickly.* Model writing your sentences. Then have individuals write about their own experiences.

Literary Element Style

Read aloud *Connect to the Literary Element*. Explain to students that an author shows his or her personality in writing in much the same way some people show their personality by the style of clothes they wear. Tell students that authors choose their words and sentences carefully to reflect how they feel about a subject.

Reading Skill Compare and Contrast

Read aloud the Reading Skill. Tell students that if they compare and contrast two different selections they are reading, they will better understand the differences and similarities in the styles the authors use. Provide an anecdote that students can relate to, such as: **Model:** *My mother uses different styles of speaking when she talks to me. By comparing and contrasting her styles of speaking, I can figure out how she is feeling. Sometimes, she asks me nicely, "Would you please clean your room?" Sometimes, she says very loudly, "Clean your room!" Both times, she is telling me to clean my room. That is how they are similar. The first time, she nicely asks a question. The second time, she gives an order. That is how the styles are different. I know that different styles mean different attitudes. Nicely asking a question means she is in a good mood. Giving an order means she is in a bad mood.*

Connect to the Short Story and Folktale

Think about a time when you or someone you know was lost. What happened? How did you or the other person feel?

Write a few sentences describing the experience of being lost.

Possible answer: I was at a busy mall with my parents and lost them in the crowd. I waited for them where I last saw them. I was scared until they came back and found me.

Literary Element Style

An author's **style** is the way he or she chooses and arranges words. Style gives readers clues about the author's purpose in writing. It helps readers to understand how the writer feels about the subject. As you read, pay attention to

- > the words the author uses.
- > the length of sentences the author writes.
- > the descriptions the author includes.
- > how the author uses literary devices such as imagery and symbols.

Reading Skill Compare and Contrast

In this lesson, you will **compare and contrast** the writing style that the two authors use in their stories. When you compare styles, you look for ways that the authors' language is alike. When you contrast styles, you look for ways that the authors' language is different. **Comparing and contrasting** the authors' styles will help you understand the authors' purpose in writing and attitudes toward their subjects.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
obey (ō bā'y) v. to follow orders We obey the teacher and sit down when he tells us to. > Cognate (Spanish) obedecer 	patiently (pā' shənt lē) adv. without hurry or complaint A good dog waits patiently for its food. > Cognate (Spanish) pacientemente 	pleading (plē' ding) v. asking for something that is important to you; begging Isabella is pleading with her mother to play on the swing. 	frequently (frē' kwant lē) adv. many times; again and again Carlos frequently eats bananas for breakfast. > Cognate (Spanish) frecuentemente 
elders (el' dərz) n. people who are older Our elders ask us to help with the yard work. 	vanished (van' ish'd) v. went out of sight; disappeared The sun vanished behind a cloud. 	adopt (ə dopt') v. to take and raise a child My family wants to adopt a kitten from the animal shelter. > Cognate (Spanish) adoptar 	hollow (hol' ō) adj. empty on the inside They play inside the hollow tree. 

For more practice, see page 259.

Zlateh the Goat and The Boy Who Lived with the Bears

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the routine below.

Content Vocabulary

Define: To **obey** is to do what someone tells you to do. **Example:** That dog knows to *obey* its owner. **Ask:** What animal does not obey people?

EXAMPLE

When you do something **patiently**, you do it calmly. *I wait patiently for the washing machine to finish cleaning my clothes.* What is the opposite of *patiently*? **ANTONYM**

If you are **pleading**, you are begging. *The little boy was pleading for his toy.* What else might a small child plead for? **EXAMPLE**

When you do something **frequently**, you do it many times. *I drink water frequently.* What is another word for *frequently*? **SYNONYM**

Elders are older people. *My grandparents are the elders in my family.* What is the opposite of *elders*? **ANTONYM**

If something has **vanished**, it has disappeared. *My keys have vanished from my kitchen table.* What else might vanish? **EXAMPLE**

To **adopt** is to accept and take care of something as your own. *The family wants to adopt a pet.* What is an animal you might adopt as a pet?

EXAMPLE

Something **hollow** is empty inside. *The girl looked through the hollow tube.* Describe something else that might be hollow. **DESCRIPTION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 259.

Phonics

Short Vowel /o/

Tell students they are going to practice the vowel sound /o/ spelled *o*, which is the sound they hear in *got*. Have students find two content vocabulary words with the short vowel sound /o/ (*adopt*, *hollow*). Slowly pronounce the words and have students raise a hand when they hear the syllable that contains the /o/ sound.

Then have students practice recognizing the relationship between the short *o* sound and the letter *o* when writing. Slowly pronounce the following words and ask students to write each word: *drop*, *bottle*, *nod*.

Interactive Question-Response

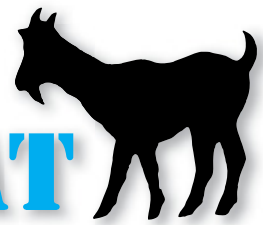
Comprehension Check

Ask students to share their answers. **Ask:**
Does Aaron want to take Zlateh to Feivel? (no)
Why must he take her? (because his father tells him to)

Content Vocabulary

Read aloud the word and definition for *obey*.
Focus students on the first sentence in the third paragraph. **Ask:** *Who must Aaron obey? (his father)*

ZLATEH THE GOAT



Comprehension Check

Reread the boxed text. Why does Aaron take Zlateh to Feivel, the butcher?

his father told him to

obey (ō bā') v. to follow orders



To Sum Up

- Reuven needs money for Hanukkah, a Jewish holiday.
- Reuven decides to sell his goat, Zlateh, to the butcher.
- Reuven tells his oldest son, Aaron, to take Zlateh to the butcher.

At Hanukkah¹ time the road from the village to the town is usually covered with snow, but this year the winter had been a mild one. Hanukkah had almost come, yet little snow had fallen. The sun shone most of the time. The peasants² complained that because of the dry weather there would be a poor harvest of winter grain. New grass sprouted, and the peasants sent their cattle out to pasture.

For Reuven the furrier³ it was a bad year, and after long hesitation he decided to sell Zlateh the goat. She was old and gave little milk. Feivel the town butcher had offered eight gulden⁴ for her. Such a sum would buy Hanukkah candles, potatoes and oil for pancakes, gifts for the children, and other holiday necessities for the house. Reuven told his oldest boy Aaron to take the goat to town.

Aaron understood what taking the goat to Feivel meant, but had to obey his father. Leah, his mother, wiped the tears from her eyes when she heard the news. Aaron's younger sisters, Anna and Miriam, cried loudly. Aaron put on his quilted jacket and a cap with earmuffs, bound a rope around Zlateh's neck, and took along two slices of bread

1. **Hanukkah** (hā' nē kə) is a Jewish holiday in early winter.

2. **Peasants** are poor farmers.

3. A **furrier** is someone who makes or sells fur clothes.

4. **Gulden** (goold' ən) are gold or silver coins used in Europe a long time ago.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A33.

with cheese to eat on the road. Aaron was supposed to deliver the goat by evening, spend the night at the butcher's, and return the next day with the money.

While the family said goodbye to the goat, and Aaron placed the rope around her neck, Zlateh stood as patiently and good-naturedly as ever. She licked Reuven's hand. She shook her small white beard. Zlateh trusted human beings. She knew that they always fed her and never did her any harm. When Aaron brought her out on the road to town, she seemed somewhat astonished. She'd never been led in that direction before. She looked back at him questioningly, as if to say, "Where are you taking me?" But after a while she seemed to come to the conclusion that a goat shouldn't ask questions. Still, the road was different. They passed new fields, pastures, and huts with thatched⁵ roofs. Here and there a dog barked and came running after them, but Aaron chased it away with his stick.

The sun was shining when Aaron left the village. Suddenly the weather changed. A large black cloud with a bluish center appeared in the east and spread itself rapidly over the sky. A cold wind blew in with it. The crows flew low, croaking. At first it looked as if it would rain, but instead it began to hail as in summer. It was early in the day, but it became dark as dusk. After a while the hail turned to snow. In his twelve years Aaron had seen all kinds of weather, but he had never experienced a snow like this one. It was so dense⁶ it shut out the light of the day. In a short time their path was completely covered. The wind became as cold as ice. The road to town was narrow and

patiently (pā' shənt lē) *adv.*
without hurry or complaint



Comparing Literature

Underline words the author uses to make us feel the change in weather.

To Sum Up

- The family says goodbye to Zlateh.
- Zlateh goes with Aaron because she trusts humans not to harm her.
- The weather changes. It begins to snow.

5. A **thatched** roof is made of thick grass or straw.

6. If snow is **dense**, it is closely packed together.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *patiently*. Focus students on the first boxed text. **Ask:** *Who stood patiently? (Zlateh the goat)*

Comparing Literature

Have students share what they underlined. If students have difficulty responding: **Ask:** *What are some words that have to do with weather? (cloud, snow, cold) What weather words can you find on this page? (sun, cloud, wind, snow)*

Word Study

BLM

Figurative Language: Similes

Explain that many writers use figurative language to describe objects, feelings, and emotions. Figurative language includes figures of speech such as similes. A simile compares two things using the words *like* or *as*. Point out the simile *cold as ice* on page 205 and help students to understand its meaning. Then have students practice using similes by completing the activity on page A34.

Interactive Question-Response

Comparing Literature

If students have difficulty responding: **Model** *I see words and phrases like gone astray and danger. Gone astray means gone off the right path. So Aaron and Zlateh must have gotten lost. That makes me feel afraid for the boy and the goat.* **Ask:** *What other words make you feel afraid for them? (pleading, death, choked)*

Content Vocabulary

Read aloud the word and definition. Have students read the sentence with the word *pleading*. Then have them restate the sentence in their own words.



Comparing Literature

Reread the boxed text. Think about the author's style. Describe the feeling the author is trying to create. Underline the words he uses to give you that feeling.

Possible answer: The

author's words make me

feel afraid.

pleading (plē' ding) v. asking for something that is important to you; begging



To Sum Up

- ▶ Aaron cannot see the road and gets lost.
- ▶ Zlateh stops and cannot walk.
- ▶ Aaron and Zlateh must find shelter or they will freeze.

50 winding. Aaron no longer knew where he was. He could not see through the snow. The cold soon penetrated⁷ his quilted jacket.

At first Zlateh didn't seem to mind the change in weather. She, too, was twelve years old and knew what winter meant. But when her legs sank deeper and deeper into the snow, she began to turn her head and look at Aaron in wonderment. Her mild eyes seemed to ask, "Why are we out in such a storm?" Aaron hoped that a peasant would come along with his cart, but no one passed by.

60 The snow grew thicker, falling to the ground in large, whirling flakes. Beneath it Aaron's boots touched the softness of a plowed field. He realized that he was no longer on the road. He had gone astray.⁸ He could no longer figure out which was east or west, which way was the village, the town. The wind whistled, howled, whirled the snow about in eddies.⁹ It looked as if white imps¹⁰ were playing tag on the fields. A white dust rose above the ground. Zlateh stopped. She could walk no longer. Stubbornly she anchored her cleft¹¹ hooves in the earth and
70 bleated as if pleading to be taken home. Icicles hung from her white beard, and her horns were glazed with frost.

Aaron did not want to admit the danger, but he knew just the same that if they did not find shelter they would freeze to death. This was no ordinary storm. It was a mighty blizzard. The snowfall had reached his knees. His hands were numb, and he could no longer feel his toes. He choked when he breathed. His nose felt like wood, and he

7. **Penetrated** means "went through."

8. To go **astray** is to go off the right path.

9. **Eddies** are paths of air, water, or snow.

10. Here, **imps** are playful, fairylike creatures.

11. A **cleft** is a space or opening. Goats, sheep, cows, and pigs all have cleft hooves.



haystack

rubbed it with snow. Zlateh's bleating began to sound like crying. Those humans in whom she had so much confidence had dragged her into a trap. Aaron began to pray to God for himself and for the innocent animal.

Suddenly he **made out** the shape of a hill. He wondered what it could be. Who had piled snow into such a huge heap? He moved toward it, dragging Zlateh after him. When he came near it, he realized that it was a large haystack which the snow had blanketed.

Aaron realized immediately that they were saved. With great effort he dug his way through the snow. He was a village boy and knew what to do. When he reached the hay, he hollowed out a nest for himself and the goat. No matter how cold it may be outside, in the hay it is always warm. And hay was food for Zlateh. The moment she smelled it she became contented and began to eat. Outside, the snow continued to fall. It quickly covered the passageway Aaron had dug. But a boy and an animal need to breathe, and there was hardly any air in their hideout. Aaron bored a kind of a window through the hay and snow and carefully kept the passage clear.

Zlateh, having eaten her fill, sat down on her hind legs and seemed to have regained her confidence in man. Aaron ate his two slices of bread and cheese, but after the difficult journey he was still hungry. He looked at Zlateh and noticed her udders were full. He lay down next to her, placing himself so that when he milked her he could squirt the milk into his mouth. It was rich and sweet. Zlateh was

Here, **made out** means "saw." Aaron has a hard time seeing the haystack because of the snow.

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to summarize what has happened so far. Provide these sentence frames:

Aaron's father tells him to _____. Aaron and Zlateh get caught in a _____. Aaron and Zlateh are _____.

(Aaron's father tells him to take Zlateh to the butcher. Aaron and Zlateh get caught in a snow storm. Aaron and Zlateh are safe in a haystack.)

To Sum Up

- Aaron finds a haystack and makes a space for himself and Zlateh inside.
- It is warm and dry inside the haystack.
- Zlateh eats hay, and Aaron drinks Zlateh's milk.

Differentiated Instruction

Clarify the Text Help students understand the dangerous situation Zlateh and Aaron are in.

Beginning Read aloud the text in To Sum Up as students follow along. **Ask:** *How big do you think the nest was that Aaron dug? (big enough for a boy and a goat to sit in)*

Intermediate Have partners read aloud the first boxed text on page 207. Then have them complete this sentence frame: *When Aaron sees the large haystack, he realizes they are _____. (saved)*

Advanced/Advanced High Explain to students that although the haystack is warm and dry, it does not have much air in it. Have students read the second paragraph on page 207. Then have students discuss what Aaron did to get some air into the haystack.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** *What else happens frequently in the story? (It's snowing frequently.)*

frequently (frē' kwənt lē) *adv.*
many times; again and again



Look at the picture and read the definition. Write a sentence using the word.

To Sum Up

- ▶ Aaron thinks of Zlateh as a sister.
- ▶ Aaron tries to talk to Zlateh.
- ▶ Zlateh says, "Maaaa."

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not accustomed to being milked that way, but she did not resist. On the contrary,¹² she seemed eager to reward Aaron for bringing her to a shelter whose very walls, floor, and ceiling were made of food.

Through the window Aaron could catch a glimpse of the chaos¹³ outside. The wind carried before it whole drifts of snow. It was completely dark, and he did not know whether night had already come or whether it was the darkness of the storm. Thank God that in the hay it was not cold. The dried hay, grass, and field flowers exuded¹⁴ the warmth of the summer sun. Zlateh ate frequently; she nibbled from above, below, from the left and right. Her body gave forth an animal warmth, and Aaron cuddled up to her. He had always loved Zlateh, but now she was like a sister. He was alone, cut off from his family, and wanted to talk. He began to talk to Zlateh. "Zlateh, what do you think about what has happened to us?" he asked.

"Maaaa," Zlateh answered.

"If we hadn't found this stack of hay, we would both be frozen stiff by now," Aaron said.

"Maaaa," was the goat's reply.

"If the snow keeps on falling like this, we may have to stay here for days," Aaron explained.

"Maaaa," Zlateh bleated.

"What does 'maaaa' mean?" Aaron asked. "You'd better speak up clearly."

"Maaaa, maaaa," Zlateh tried.

"Well, let it be 'maaaa' then," Aaron said patiently. "You can't speak, but I know you understand. I need you and you need me. Isn't that right?"

12. On the **contrary** means "the opposite is true."

13. **Chaos** is total confusion.

14. **Exuded** means "gave off" or "oozed out."

Differentiated Instruction

Clarify the Text Help students understand the importance of Zlateh's "language."

Beginning Read aloud the last two bullets in the To Sum Up box. **Ask:** *What is the only word Zlateh can say? (Maaaa)*

Intermediate Read aloud lines 122–125. **Ask:** *Why does Aaron start talking to Zlateh? (He's lonely.) Do you think Zlateh understands what Aaron is saying? Explain. (yes, pets can sometimes figure out what their owner is saying by the way the owner talks)*

Advanced/Advanced High Have two students read the dialogue in lines 123–137, with one student reading the part of Aaron and one student reading the part of Zlateh. Have students discuss whether Aaron and Zlateh are having a real conversation and understand what the other is saying.

"Maaaa."

Aaron became sleepy. He made a pillow out of some hay, leaned his head on it, and dozed off. Zlateh, too, fell asleep. When Aaron opened his eyes, he didn't know whether it was morning or night. The snow had blocked up his window. He tried to clear it, but when he had bored through to the length of his arm, he still hadn't reached the outside. Luckily he had his stick with him and was able to break through to the open air. It was still dark outside. The snow continued to fall and the wind wailed, first with one voice and then with many. Sometimes it had the sound of devilish laughter. Zlateh, too, awoke, and when Aaron greeted her, she answered, "Maaaa." Yes, Zlateh's language consisted of only one word, but it meant many things. Now she was saying, "We must accept all that God gives us—heat, cold, hunger, satisfaction, light, and darkness."

Aaron had awakened hungry. He had eaten up his food, but Zlateh had plenty of milk.

For three days Aaron and Zlateh stayed in the haystack. Aaron had always loved Zlateh, but in these three days he loved her more and more. She fed him with her milk and helped him keep warm. She comforted him with her patience. He told her many stories, and she always cocked her ears and listened. When he patted her, she licked his hand and his face. Then she said, "Maaaa," and he knew it meant, I love you, too.

The snow fell for three days, though after the first day it was not as thick and the wind quieted down. Sometimes



Comprehension Check

The author says that Zlateh's language *meant many things*. What does the author mean? Check one.

- ☐ Zlateh speaks many different languages.
- ☐ Zlateh is smarter than other goats.
- ☒ Aaron pretends that Zlateh says the words he wants to hear.

Interactive Question-Response

Comprehension Check

Have students share what they checked. Then have students identify words in the text that support their answer. (*We must accept all that God gives us; I love you, too.*)

To Sum Up

- Aaron and Zlateh live in the haystack for three days.
- Zlateh feeds Aaron and helps him stay warm.
- Aaron loves Zlateh more than ever.

Interactive Question-Response

Comparing Literature

If students have difficulty responding: **Model** *First I read how Aaron's mother and sisters cried. His father was silent and gloomy. Then I read about the sisters hugging and kissing Zlateh and giving her chopped carrots and potato peels. Those two scenes are very different. One scene is dark and sad. The next scene is colorful and joyful.*



Comparing Literature

The author describes the family's fear that Aaron and Zlateh were lost. Then the author describes the return of Aaron and Zlateh. What effect does this style have? Check one.

- ☒ It helps to show how great the family's joy is.
- ☐ It makes it seem like Aaron's family does not love him.
- ☐ It makes Aaron's family seem like they don't have very much money.

To Sum Up

- The snow storm ends, and Aaron takes Zlateh back home.
- Aaron's family thinks he is lost forever.
- The family is very happy when they see Aaron.

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Aaron felt that there could never have been a summer, that the snow had always fallen, ever since he could remember.

He, Aaron, never had a father or mother or sisters. He was a snow child, born of the snow, and so was Zlateh. It

170 was so quiet in the hay that his ears rang in the stillness. Aaron and Zlateh slept all night and a good part of the day. As for Aaron's dreams, they were all about warm weather. He dreamed of green fields, trees covered with blossoms, clear brooks, and singing birds. By the third night the snow had stopped, but Aaron did not dare to find his way home in the darkness. The sky became clear and the moon shone, casting silvery nets on the snow. Aaron dug his way out and looked at the world. It was all white, quiet, dreaming dreams of heavenly splendor. The stars were large and
180 close. The moon swam in the sky as in a sea.

On the morning of the fourth day Aaron heard the ringing of sleigh bells. The haystack was not far from the road. The peasant who drove the sleigh pointed out the way to him—not to the town and Feivel the butcher, but home to the village. Aaron had decided in the haystack that he would never part with Zlateh.

Aaron's family and their neighbors had searched for the boy and the goat but had found no trace of them during the storm. They feared they were lost. Aaron's mother and
190 sisters cried for him; his father remained silent and gloomy. Suddenly one of the neighbors came running to their house with the news that Aaron and Zlateh were coming up the road.

There was great joy in the family. Aaron told them how he had found the stack of hay and how Zlateh had fed him

with her milk. Aaron's sisters kissed and hugged Zlateh and gave her a special treat of chopped carrots and potato peels, which Zlateh gobbled up hungrily.

Nobody ever again thought of selling Zlateh, and now that the cold weather had finally set in, the villagers needed the services of Reuven the furrier once more.

When Hanukkah came, Aaron's mother was able to fry pancakes every evening, and Zlateh got her portion, too. Even though Zlateh had her own pen, she often came to the kitchen, knocking on the door with her horns to indicate that she was ready to visit, and she was always admitted. In the evening Aaron, Miriam, and Anna played dreidel.¹⁵ Zlateh sat near the stove watching the children and the flickering of the Hanukkah candles. Once in a while Aaron would ask her, "Zlateh, do you remember the three days we spent together?"

And Zlateh would scratch her neck with a horn, shake her white bearded head, and come out with the single sound which expressed all her thoughts, and all her love.



Comparing Literature

Underline the words that show the family is grateful to Zlateh.

Follow along as your teacher leads the class in reading the text aloud.

To Sum Up

- Aaron's family is very happy to see him.
- The family gives Zlateh hugs and special treats to thank her.
- The family never thinks of selling Zlateh again.

Interactive Question-Response

Comparing Literature

Ask students to share what they underlined.

Ask: *Do you think the family treats Zlateh in the same way now as they did before the storm? (No, they treat her better now and they will never sell her.)*

To Sum Up

Beginning Have pairs reread all the To Sum Up statements from pages 204–211. Then have students summarize the story. Provide these sentence frames:

In the beginning, _____. Then, _____.

After that, _____. In the end, _____.

(In the beginning, Aaron is taking Zlateh to the butcher. Then they get caught in a snow storm. After that, they survive in a haystack. In the end, the family never thinks of selling Zlateh again.)

15. *Dreidel* is a Hanukkah game played with a spinning top.

Fluency

Intonation and Pacing: Smooth Reading

Advanced/Advanced High Tell students that they will be doing a choral reading of paragraphs 2 and 3 on page 211. Have students read the passage ahead of time to practice reading smoothly, and not word for word. Model the fluency skill as you read the text at a moderate tempo. Then have students read the passage as a group. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Intermediate Have these students do a shared reading of only the first paragraph of the passage. Before they begin, model reading aloud the text. Then have students join you in a shared reading of the passage.

Interactive Question-Response

Comparing Literature

If students have difficulty responding: **Model** *The story says it was the uncle's duty to take care of his nephew.* **Ask:** *What does this tell you about the beliefs of the people in the village? (They believe that family members should take care of children who lose their parents.)*

Content Vocabulary

Have a student read the sentence containing the Content Vocabulary word *elder*, beginning on line 13. **Ask:** *Why would a child be taught to treat elders with respect? (because they are older and wiser)*



Comparing Literature

What does the author mean when he says, "It was said that no child would ever be without parents"? Check one.

- ☐ People believed that parents never die.
- ☒ People believed that all children should have someone to care for them.
- ☐ People heard children's voices speaking to them.

elders (el' dərz) *n.* people who are older

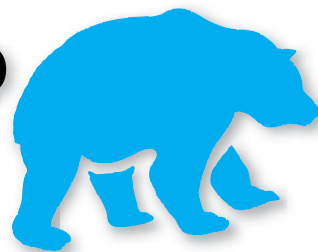


To Sum Up

- A small boy goes to live with his uncle after his parents die.
- The uncle does not want to take care of the boy.
- The uncle decides to "get rid of" the boy.

212

THE BOY WHO LIVED WITH THE BEARS



Long ago, in a small village of the Haudenosaunee people,¹ there lived a little boy whose parents had died. This boy was living with his uncle, as was the custom in those days, for it was said that no child would ever be without parents.

But this boy's uncle did not have a straight mind. Although it was his duty to take care of his nephew, he resented the fact that he had this boy to care for. Instead of taking care of him, he treated him badly. He dressed him in ragged clothes; he gave him only scraps of food to eat; he never even called the boy by his name. He just would say, "Hey, you, get out of my way!"

Now, this boy had always been taught by his parents to treat elders with respect. So he tried to do everything he could to please his uncle. His uncle was very respected in the village because he was a great hunter. When he and his dog went out, they always brought back game. One day, the uncle woke up with an idea in his mind. It was a twisted-mind idea,² for what the uncle thought was this: "Too long have I been bothered with this troublesome boy. Today, I will get rid of³ him."

1. The **Haudenosaunee people**, or Iroquois, are a Native American nation originally from the area of the northeastern United States and Southern Canada.

2. A **twisted-mind idea** is an unhealthy or wrong idea.

3. To **get rid of** something is to make it go away, throw it out, or kill it.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A33.

And so he called, "You, come here!" The boy quickly came, because he wanted to please his uncle. The uncle said, "You and I, we're going to go hunting together."

They left the lodge and started for the woods, and that was when the boy noticed something strange. He said, "Uncle, aren't you going to take your dog?" The uncle looked at the boy and said, "Today, you will be my dog."

Then the boy noticed another thing that was strange—they were going toward the north. In the village, when people went hunting, they would go to the east, or the south, or the west, but they would never go to the north, because there, it was said, strange things happened in the forest. Farther and farther the boy and his uncle went, away from any of the trails that people would follow, farther and farther to the north. The boy stayed close behind his uncle.

Finally, they came to a small clearing in the deep forest. On the other side, in the hillside, there was a small cave. The uncle said, "There are animals in there. You are my dog. Crawl in and chase them out." The boy was frightened, but then he thought back to what his parents had always told him: "Do what your elders say. Trust your elders."

So he crawled into the cave, but there was nothing there, no animal at all. As he turned around and began to crawl out, the circle of light that was the mouth of the cave suddenly **vanished**—the cave mouth had been blocked by a big stone. That was when the boy realized that his uncle meant to leave him there, and he began to cry.



Comprehension Check

Why do the boy and his uncle go to the north?

Possible answer: His

uncle wants to leave

him there.

vanished (vañ' ishd) *v.* went out of sight; disappeared



To Sum Up

- The uncle tells the boy they are going hunting.
- The uncle tells the boy to go into a cave.
- The uncle blocks the door of the cave with a stone.

Interactive Question-Response

Comprehension Check

Have students share their responses. **Ask:** *Why did people in the village never go north? (Strange things happened in the forest.)*

Content Vocabulary

Read aloud the definition of *vanished*. **Ask:** *What suddenly vanished? (the light at the entrance to the cave)*

Interactive Question-Response

Comparing Literature

If students have difficulty responding, have a volunteer read aloud the words of the boy's song. Have students give their reaction to the song.

Ask: *What does it sound like? Does it sound like a song, chanting, speaking, or something else? (It sounds like a song.)*

To Sum Up

Beginning

Have pairs of students read To Sum Up from pages 212–214 and summarize what has happened so far. Give students the following sentence frames to organize their thoughts.

The uncle _____. The boy _____. The animals _____.

(The uncle leaves the boy in a cave. The boy sings a song. The animals hear him and let him out.)



Comparing Literature

Why does the author include the words of the boy's song?

Check one.

- ☒ The author wants to show what the song sounds like.
- ☐ The author wants to show that the boy is crying.
- ☐ The author wants to show what the song means.

50 But as his tears came, he remembered the song his mother had taught him to sing when he needed a friend. Softly, he began to sing:

"Weyanna, weyanna, weyanna, hey.

Weyanna, weyanna, weyanna, hey.

Weyanna, weyanna, weyanna, hey.

Wey, hey yo-o-o, wey hey yo."

Then he stopped, because it seemed as if he could hear soft singing answering him on the other side of that rock. So he sang a little louder:

"Weyanna, weyanna, weyanna, hey.

60 *Weyanna, weyanna, weyanna, hey.*

Weyanna, weyanna, weyanna, hey.

Wey, hey yo-o-o, wey hey yo."

And from the other side of that rock came back:

"Wey, hey yo-o-o, wey hey yo."

The boy knew now that someone was out there, singing back to him, so he sang louder again. From the other side of the rock the song came back, strongly now. Then, together, the song was sung from both sides of the stone, and it ended together very loudly:

70 *"Wey, hey yo-o-o, wey hey yo."*

As the song ended, the rock was rolled away, and the boy crawled out into the bright sunlight, blinking his eyes. All around him in the clearing many people were gathered: big people, small people, tall people, skinny people, fat people, people of all shapes and sizes. He blinked his eyes again, and he saw they were not people at all. They were animals, all the animals of the forest: bears, deer, foxes,

To Sum Up

- The boy is afraid, so he sings a song to feel better.
- Someone sings the song back to the boy.
- The rock rolls away, and the boy sees many animals outside the cave.

Differentiated Instruction

Clarify the Text Help students understand that the animals save the boy.

Beginning Read aloud the text in To Sum Up as students follow along. **Ask:** *Why did the animals sing? (They heard the boy singing, so they answered him.)*

Intermediate Read aloud the last boxed text on page 214 and explain that the boy could crawl out of the cave because the rock had been rolled away. Explain that the animals were all standing outside the cave. **Ask:** *How did the rock get moved? (The animals moved the rock away.)*

Advanced/Advanced High After students read the fourth paragraph on page 214, have them explain why the singing of the animals was getting louder.

wolves, beavers, muskrats, and even the small animals—squirrels, woodchucks, chipmunks, moles. All of them were gathered there and all were looking straight at him. He stood up, and all of those animals took one step toward him! The boy did not know what would happen next. And that was when an old grandmother woodchuck shuffled up to him, poked him in the leg, and said, “Grandson, we heard your song. Do you need a friend?”

“Yes,” said the boy. “I do need a friend. You’ve come to help me?”

“Yes,” said the old grandmother woodchuck, “but where is your family? Why are you here, trapped in this cave?”

The boy shook his head sadly. “My parents died, and only my uncle was left to care for me. But he did not want me.

He put me in this cave and left me here to die, so I have no family anywhere in the world.”

The old grandmother woodchuck said, “Grandson, we will be your family! Pick any of us, and we will adopt you!”

REFLECT

Compare and Contrast

Both “Zlateh the Goat” and “The Boy Who Lived with the Bears” involve animal characters. How are the authors’ styles of sharing the animal characters’ thoughts the same? How are the styles different?

Possible answer: The reader knows what the animals in both stories think. The narrator in “Zlateh the Goat” tells what the goat thinks; she does not speak. The animals in “The Boy Who Lived with the Bears” speak to reveal their thoughts.



Talk about your answer with a partner. Make sure to ask your partner for clarification when needed.



Comparing Literature

The author helps you to understand that the boy sees many animals. How does the author show this?

He lists many different

kinds of animals.

adopt (ə dɒpt) v. to take in and raise a child



To Sum Up

- ▶ The animals explain that they heard the boy’s song.
- ▶ The animals tell the boy that they will be his family.
- ▶ The animals tell the boy to pick which animal he will live with.

The Boy Who Lived with the Bears

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Interactive Question-Response

Comparing Literature

If students have difficulty responding, have them name the different animals that the boy sees.

Content Vocabulary

Read aloud the word and definition for *adopt*.

Ask: What words in the text help explain what *adopt means*? (“which one I will come and live with”)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** In both stories, the author makes sure I know what the animals think. In “Zlateh the Goat,” the goat says only one word over and over again. In “The Boy Who Lived with the Bears,” the animals speak like people. **Ask:** How do I know what the animals in both stories are thinking?

Provide this sentence frames to help students organize their thoughts:

In both stories _____. In “Zlateh the Goat,” the author _____. In “The Boy Who Lived with the Bears,” the author _____.

(In both stories the reader knows what the animals think. In “Zlateh the Goat,” the author tells what the goat thinks. In “The Boy Who Lived with the Bears,” the author lets the animals speak to show their thoughts.)

English Language Learning Strategies

Remind students of expressions they can use to request assistance or ask for clarification, such as: “Can you repeat that, please?” or “Would you please explain what you mean by that?”

Interactive Question-Response

Comparing Literature

Have students read each answer option carefully. Remind them that the question is asking about the boy's *physical* appearance, not his behavior.



Comparing Literature

What words does the author use to show that the boy begins to look like a bear?

- ☐ "They ate delicious berries and honey."
- ☒ "If their claws scratched him, hair would grow there."
- ☐ "The bear cubs would wrestle and play with him."

To Sum Up

- The boy asks the animals to tell him about their lives.
- The boy chooses to live with the bears.
- The boy lives and plays with the bears and then starts to look like one.

The boy looked around. All the animals were looking at him, but how could he decide?

"My friends," he said, "tell me what your lives are like. Then I can decide which one I will come and live with."

100 So the animals began to tell him about their lives: The mole told him how he lived in a warm burrow and dug in the earth and ate delicious worms; the beaver described how he swam underwater and lived in a warm lodge and ate tree bark. The boy thanked each animal politely, but said that he did not have the claws to dig like the mole, and that he could not hold his breath and swim underwater like the beaver.

110 Then the old mother bear came up. "My boy, you would like to be a bear. We take our time going through the forest. We eat the most delicious honey and berries. We sleep in our warm cave. And my two children here will play with you as much as you want." The boy quickly said, "I will be a bear."

And indeed, it was as the old mother bear said. Their lives were very good together. They took their time going through the forest. They ate delicious berries and honey, and the boy grew fat and happy. The bear cubs would wrestle and play with him as much as he wanted. In fact, he began to look like a bear himself, because when they 120 wrestled and played, if their claws scratched him, hair would grow there, so that after some time had passed, that boy looked just like a bear, covered with black hair himself.

For two seasons, they lived this way. But then one day, as they were walking through the forest, the old mother bear stopped suddenly and said, "Listen! . . . Listen!"

Well, the boy listened. And before long, he heard the sound of feet walking through the forest, stepping on twigs and brushing past the leaves. The old mother bear began to laugh. "That is the sound of a hunter trying to hunt the bear. But he makes so much noise going through the forest, we call him Heavy Foot. He will never catch a bear!" And so they continued on their way.

Another day came, and again as they walked through the forest, the old mother bear stopped and said, "Listen!" The boy could hear the sound of someone talking to himself, saying, "Ahhh, it is a very good day for hunting. Ah-ha, today I will surely catch a bear! Uh, yes, uh, I will probably catch more than one bear, for I am a great hunter!"

Old mother bear began to laugh. "That's the one who talks to himself while he hunts. We call him Flapping Jaws. He will never catch a bear!"

And so it went on. Each day they listened. They heard the hunter called Bumps into Trees, and the one called Falls in the Lake. None of these hunters was good enough to catch a bear.

But then one day, as they walked along, the old mother bear said, "Stop. Listen!" For a long time, the boy could hear nothing. Then, very, very faintly, he could hear the sound of soft feet, moving through the forest. But it did not sound like two feet. It did not sound like four feet. It sounded like two feet and four feet.

The old mother bear quickly nodded. She said, "This is the one we fear. It is Two Legs and Four Legs. We must RUN!" And she began to run. The boy and the two cubs ran



Comprehension Check

The bears are not afraid of Heavy Foot. Why? Check one.

- ☒ He makes a lot of noise.
☐ He looks like a bear.
☐ He has a dog with him.

Interactive Question-Response

Comprehension Check

If students have difficulty responding: Ask a volunteer to stomp on the floor. Explain to students that this is what a heavy foot would sound like.

To Sum Up

- The bears are not afraid of the hunter, Heavy Foot.
- One day they hear the sound of very soft feet.
- They are afraid of this hunter, who they call Two Legs and Four Feet.

Word Study

BLM

Base Words and Their Derivatives

On page 217, point out the base word *hunt* and its derivative, *hunter*. Explain that adding the suffix *-er* to a base word forms a noun that means "person who does." Tell students that understanding the meanings of suffixes will help them understand unfamiliar words. Have students practice using base words and their derivatives by completing the activity on page A36.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Ask students to give an example of something hollow from everyday life, such as a drinking straw.

hollow (hol' ō) *adj.* empty on the inside



To Sum Up

- They run from Two Legs and Four Legs and hide in a hollow tree.
- The boy yells to the hunter not to hurt his family.
- The boy sees that the hunter is his uncle.

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behind her through the forest, but Two Legs and Four Legs were behind them. They ran through the swamps, but Two Legs and Four Legs were getting closer. They ran up the hills, but still Two Legs and Four Legs followed, and now the boy could hear behind them a sound growing louder:

160 "Wuf, wuf, wuf, wuf, wuf!" And the boy knew that Two Legs and Four Legs were very close behind.

They came to a clearing where an old tree had fallen. It was hollow. The boy and the two cubs and the old mother bear went into that hollow log to hide.

The boy listened. He heard Two Legs and Four Legs come into the clearing and right up to the log. And then everything became quiet.

"Perhaps they've gone away," the boy thought. But then he began to smell smoke. Smoke was coming into the log!

170 Two Legs had made a fire and was blowing the smoke into the log to make them come out.

It was just at that moment that the boy remembered that he, too, was a Two Legs. He was a person, a human being, and that was a hunter and a dog out there. The boy shouted, "Stop! Don't hurt my family!" And upon these words, the smoke stopped coming into the log.

The boy crawled out, blinking his eyes against the light. There in front of him stood the hunter, and the hunter was his uncle! The uncle stared at the boy. The boy stood up and

180 came closer. The uncle reached out and touched him, and

all the hair fell off the boy's body, and he looked like a person again.

"My nephew!" said the uncle. "Is it truly you? Are you alive?"

"Yes, I am, Uncle," said the boy.

"How could this be?" said the uncle. "I went back to the cave, because I realized I had done a twisted-mind thing. But when I got there, the stone had been rolled away. There were the tracks of many animals. I thought they had eaten you."

"No," said the boy. "The bears adopted me. They are my family now, Uncle. You must treat them well."

The uncle nodded. He said, "My nephew, your words are true. Call your family out. I will greet them and I will be their friend." So the boy called, and the old mother bear and the two cubs came out from the log; they came out and sniffed the hunter. He stood there patiently, letting them approach him.

From that day on, the hunter and his nephew were a family, and the bears were part of their family. And ever since then, this story has been told to remind parents and

REFLECT

Compare and Contrast

Both stories end happily. How is the author's style of ending "The Boy Who Lived with the Bears" similar to the author's style of ending "Zlateh the Goat"?

Possible answer: In both stories, the author has the narrator tell the ending. Both boys find their families again. Also, in both stories people learn lessons about being nice to animals.



Talk about your answer with a partner.



Comparing Literature

The uncle changes from earlier in the story to now. How does the author show that the uncle has changed? Check one.

- ☐ The author writes, "The uncle has changed."
- ☐ The author describes how the uncle tracks animals.
- ☒ The author tells that the uncle accepts the boy and the bears as his family.

To Sum Up

- The uncle says that what he did to the boy was wrong.
- The boy tells the uncle that the bears adopted him.
- The uncle, the boy, and the bears become a family.

The Boy Who Lived with the Bears

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Interactive Question-Response

Comparing Literature

Help students recall the uncle earlier in the story. **Model** *Earlier in the story, the uncle acted different from how he acts now. Before, he had a twisted mind; he resented caring for the boy; and he never called the boy by name.* **Ask:** *What is the uncle like now? How does he act toward the boy?*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *In "Zlateh the Goat," the boy is reunited with his family. In "The Boy Who Lived with the Bears," the boy is also reunited with his family. This is one way that the two stories are alike.*

Provide this sentence frame to help students organize their thoughts:

In both "Zlateh the Goat," and "The Boy Who Lived with the Bears," _____. (families are reunited)

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A33.

Here, **holds in its heart** means “feels.”

elders always to treat their children well and to show as much love in their hearts as a bear **holds in its heart** for its children.

That is how the story goes. *Ho? Hey.*

To Sum Up

- This story reminds people to love their children.

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Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. How is Zlateh important to Aaron's family?
2. What happened to Aaron and Zlateh?
3. In the second story, how did the boy end up living with bears?
4. How did the boy save the lives of the bears?
5. What did the uncle do when he found the boy with the bears?

Vocabulary Check

A. Circle the correct picture.

1. Which people are **elders**?



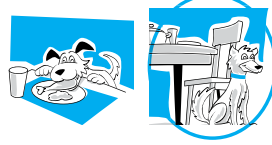
2. Which tree is **hollow**?



3. Who sits **patiently**?



4. Which dog will **obey**?



B. Check the sentence that is the best example of the boldfaced word.

5. **adopt**

- ☐ A family gets used to a difficult situation.
☒ A family takes in a young girl and cares for her.

7. **patiently**

- ☐ You stand in line and complain about it.
☒ You stand in line calmly and quietly.

6. **frequently**

- ☒ Yvette does her homework every day.
☐ Yvette practices piano once a month.

8. **obey**

- ☐ A boy reads a book carefully.
☒ A boy follows a command.

C. Circle the word that has almost the same meaning as the boldfaced word.

- | | | | | |
|----------------------|----------|---------|-------------|----------|
| 9. frequently | never | often | freshly | exuding |
| 10. vanished | appeared | tiptoed | disappeared | finished |
| 11. pleading | enjoying | begging | beating | adopting |
| 12. adopt | steal | enjoy | accept | leave |

Vocabulary Check

A. Beginning

Read each question aloud. Encourage students to point to the correct picture. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which people are elders? These people are elders.*

Grammar Link

BLM

Run-on Sentences

Prepare students to complete the activity master on page A35. Read the grammar instruction with students, and complete the first item with them to help them get started

Comprehension Check

B. Intermediate

Read each statement aloud twice, one time with each option. Have students look back at the text to find the answers, if needed.

Comprehension Check

A. Draw a picture that shows what happened at the end of each story.

1. "Zlateh the Goat"

Pictures should show a drawing of the family hugging the goat.

2. "The Boy Who Lived with the Bears"

Pictures should show a drawing of the boy and the uncle living with the bears.

B. For each sentence, circle the correct answer inside the parentheses.

- Aaron's father tells him to take Zlateh to the (market / the butcher).
- On their way, Zlateh and Aaron (get trapped in a storm / find eight gulden).
- In the beginning of "The Boy Who Lived with the Bears," the uncle is (twisted / patient).
- At the end of "The Boy Who Lived with the Bears," the uncle is (mean / kind).

C. Answer the questions below.

- How does the author want you to feel when Aaron's father sends Zlateh to the butcher?
The author wants you to feel sad that Zlateh is going to the butcher.
- How does the author create that feeling?
Possible answer: He shows that the family cries when Zlateh leaves.
- What feeling does the author want you to have when the boy is trapped in the cave?
Possible answer: The author wants you to feel scared and sad for the boy.
- How does the author create that feeling? He says that the uncle wants to get rid of the boy and then shows him stuck in the cave.

Writing Link

Postcard

Display a real postcard and read it aloud. Point out the parts: (left side) greeting, body, closing, signature; (right side) postage, recipient's address. Have students imagine they are visiting one of the villages from the selections. Have students write a postcard from this location. Have students create their postcards from blank index cards, including an image on the front. As a class, brainstorm phrases to describe each village. Encourage students to use the phrases in the body of the postcard.

After You Read



and



Write a Conversation

Imagine that Aaron and the boy are telling each other their stories. Write down the conversation. When you are finished, take turns reading the conversation aloud with a partner.

THE BOY: Last year I lived with some bears. This is how it happened. My uncle sent me into a cave and blocked it with a rock. Some animals rescued me and gave me a choice of whom to live with. I chose the bears.

AARON: How did you feel when you lived with the bears?

THE BOY: When I lived with the bears, I felt safe.
Has anything like that ever happened to you?

AARON: Once I got caught in a blizzard with Zlateh, my goat. This is what happened. My father told me to take Zlateh to the butcher. On the way, there was a terrible snow storm. We both were cold, and I got lost. We stayed inside a haystack for three days. Zlateh really saved me because I survived on her milk.

THE BOY: What did you learn during the storm?

AARON: During the storm, I learned Possible answer: I really love Zlateh

Vocabulary Practice

A. Match the words to the correct pictures.

1. **triumphs**

2. **hike**

3. **journey**

4. **celebrity**



B. Check the box next to the sentence that uses the vocabulary word correctly.

5. **revealed**

- ☐ The bear revealed his dinner by tearing it apart.
☒ The magician revealed what was in his hat.

7. **qualities**

- ☒ Olivia has many qualities that make a good teacher.
☐ Fernando's qualities include his new bike and basketball hoop.

6. **primary**

- ☒ Staying healthy is my primary goal in life.
☐ The primary bird catches the worm.

8. **heroism**

- ☒ The fireman showed his heroism by saving the boy.
☐ Max went to counseling for heroism.

C. Circle the letter of the word that means the same as the vocabulary word in each sentence.

9. Clean water is an **essential** need for pets like dogs and cats.

- a. conscious b. easy c. **basic**

10. Sara's husband is a **prominent** part of her life.

- a. temporary b. **important** c. small

11. Small business owners hope for good **economic** success.

- a. **money** b. social c. famous

12. Our team is losing, but I hope it will **prevail** in the end.

- a. lose b. hike c. **win**

13. Hernando made a **conscious** effort to improve his writing.

- a. accidental b. **purposeful** c. sorry

Vocabulary Check

A. Label each picture with the vocabulary word that fits best.

celebrity**heroism****revealed****triumphs**

1. celebrity 2. heroism 3. revealed 4. triumphs

B. Match each vocabulary word with its meaning.

hike**journey****primary****qualities**

5. most important primary
 6. the act of traveling; a trip journey
 7. a person's characteristics or basic nature qualities
 8. a walk for pleasure or exercise hike

C. Think about how the words in the word bank were used in the essay. Then complete the sentences with one of the words.

conscious**economic****essential****prevail****prominent**

9. A hero can come from any economic group.
 10. One essential quality of a hero is courage.
 11. A hero does not need to be a prominent member of the community.
 12. A person makes conscious decisions to become a hero.
 13. A hero looks inside for the strength to prevail.



Write an Essay

Would you rather be a hero or a celebrity? Discuss this question with a partner. Use the discussion to form your own ideas. Write your essay. Then trade essays with your partner.

I would rather be a hero
than a celebrity. My primary
reason for this choice is I want to be able to face
challenges and prevail.

Being a hero would mean
I could do something important for someone else like
saving someone's life.

It could also mean that I will have to make hard decisions

I would not want to be a celebrity
because although famous people get a lot of attention
they are not necessarily strong and brave.

In conclusion, I would like to be a hero
because to me, that means being a strong, brave person
who can face any challenge life brings.

Vocabulary Practice

A. Draw a line to match each word to the correct picture.

1. shaft

2. precious

3. spring

4. capsized



B. Choose the best word from the list to replace the underlined word or words in each sentence.

evidently

newcomers

strive

thaw

unjust

5. Most people said the law was unfair. unjust

6. Clearly it has been raining. There are puddles in the street. evidently

7. The ice cream began to melt. thaw

8. The people who just arrived needed help finding the grocery store. newcomers

9. I try hard to sing as well as my sister. strive

C. Complete the sentences below, keeping in mind the meaning of the vocabulary word.

10. I am **industrious** when I do all of my homework.

11. There is a parking lot **adjoining** my school.

12. Something difficult I have **endured** is an illness.

13. A person who is **floundering** looks clumsy.



Write a Friendly Letter

Pretend that you are Walt. Write a letter to your father. Tell him how you saved Loren Hall's claim. Then read your letter to a partner.

Dear Dad,

Two days ago I was watching Loren's claim. I saw some men who looked like they were going to try to jump the claim.

I was not scared, but I was worried. I knew that I had to go to the claim office before the men did.

Our dogs and sled are with you, so I had to steal a sled and some dogs from the men.

The claim jumpers chased me. I got away! And I found Loren. We went to the claim office together.

It's good to be home now. I'll be glad when you're back home with me.

Your son,

Walt

Vocabulary Practice

A. Match each vocabulary word to the correct picture.

1. a patience

a.



2. c argue

b.



3. b courage

c.



B. Write the vocabulary word that has the same meaning as the underlined word or phrase.

argue

journey

treasure

4. treasure I enjoy Philip's friendship.

5. argue We disagree about where we should go.

6. journey The astronaut made a trip to space.

C. Use each vocabulary word in a sentence.

7. **benefit** Possible answer: Free food is a benefit of working at a restaurant.

8. **convince** Possible answer: I tried to convince my sister to help me clean my room.

Write A Letter

Imagine that you are the speaker in "My Father Is a Simple Man." Write a letter to your father to let him know how you feel. Complete the letter below.

Dear Father,

This morning when we walked to the market,
we argued about the price of pomegranates

You told me that if I eat more oranges

I'll be healthy.

After we talked about fruit,

I asked you about death.

You told me that you would gladly face it.

As I listened to you talk I realized _____

how much I care about you. You know a lot

about life. You are kind and patient. I will always

remember how hard you worked to provide for our

family even after you are gone

Love,

Vocabulary Practice

A. Match the words to the correct pictures.

1. local 2. average 3. moisture 4. pattern



B. Match each vocabulary word to the word or phrase that means the opposite.

5. patterns a. wasting
6. tilt b. flatness
7. recycling c. dryness
8. moisture d. changes

C. Choose the correct answer from the word bank.

absorbs

axis

factor

humidity

9. Which word means "a line down the middle"?

axis

10. Which word means "soaks up"?

absorbs

11. Which word means "one of the causes"?

factor

12. Which word means "wetness or dampness"?

humidity

Vocabulary Check

A. Write the correct vocabulary word under each picture.

local	moisture	recycling	reduce
			
1. <u>moisture</u>	2. <u>local</u>	3. <u>reduce</u>	4. <u>recycling</u>

B. Choose the sentence that uses the word correctly.

5. **region**
 - a. This **region** of the country is very warm.
 - b. The powerful king looked **region** in his robes.
6. **patterns**
 - a. Weather **patterns** in Chicago are similar from year to year.
 - b. Weather **patterns** in California are always cold.
7. **tilt**
 - a. The **tilt** of the building is a dark red.
 - b. The building has a **tilt**. It looks as if it is going to fall.
8. **absorbs**
 - a. The soil in Luisa's garden **absorbs** rain.
 - b. Every day Thich **absorbs** his new toys.

C. Think about how each word is used in the textbook lesson "Climate." Then write the vocabulary word next to its meaning.

axis	factor	humidity	recycling
9. <u>recycling</u>			processing materials in order to reuse them
10. <u>factor</u>			one of several things that cause something
11. <u>axis</u>			a straight line which an object turns around
12. <u>humidity</u>			moisture or dampness in the air

Prepare an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are a scientist and a student is interviewing you for a report on climate. Write your answers to the questions below. Then practice reading the interview aloud with a partner. Take turns being the scientist and the student.

STUDENT: What is climate?

SCIENTIST: Climate is _____

the pattern of weather that

occurs in an area over

many years

STUDENT: Is location the only factor that affects climate?

SCIENTIST: No. Other factors

include _____

oceans, mountains, wind, and

large cities

STUDENT: How do you determine the climate of a region?

SCIENTIST: To determine the

climate of a region, I study _____

average temperature,

precipitation, air pressure,

humidity, and number of days of

sunshine over many years

STUDENT: Has the Earth's climate ever changed? Please explain your ideas.

SCIENTIST: Yes, the Earth's

climate has changed. 20,000

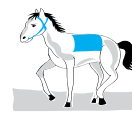
years ago, glaciers covered

the Earth.

Vocabulary Practice

A. Match the vocabulary word to the right picture.

1. trot 2. scrawny 3. gallop 4. clearing



B. Read the definitions in Column A. Think of a vocabulary word that has the same meaning. Spell the vocabulary word in the blank spaces.

Column A

5. space between two points
6. land filled with bushes and trees
7. refusing to do something
8. land with no trees or brush

Vocabulary Word

d i s t a n c e
t h i c k e t
s t u b b o r n
c l e a r i n g

C. Complete each sentence.

9. I am **stubborn** when I don't want to clean my room.
10. There is a great **distance** from my house to my school.
11. I think it is **ridiculous** when people swim in freezing water.
12. I feel **proud** when I do well on a test.

Write a Speech

Pretend you are Donkey. Write a short speech to Toad and Brother Spider. Read your speech to a partner.

Donkey gives a speech to Toad and Brother Spider:

I knew I was the fastest around. That is why I said I would race the little hop toad. I only decided to race because Spider usually has good prizes

I started the race slowly, taking my time,
stopping to eat along the way.

Then I heard what I thought was Toad at the milepost

I panicked a bit and started to gallop

When I realized I wasn't going to win I got sad

I learned that I really am not the fastest,
and I decided that I will never race again

Vocabulary Practice

A. Match the vocabulary words to the correct pictures.

1. strummed

2. cast

3. peers

4. frowns



B. Write T if the statement is true. Write F if the statement is false.

T 5. A **melody** is something you can listen to.

F 6. If you **snare** something, you give it away.

T 7. If something is **expanding**, it is getting bigger.

F 8. If you **strummed** an instrument, you fixed it.

C. Write the vocabulary word that correctly answers the question.

cast

frowns

peers

stumbles

9. Which word goes with "looks sad"? frowns

10. Which word goes with "trips"? stumbles

11. Which word goes with "to look at"? peers

12. Which word goes with "to toss"? cast

**Write a Letter**

Think about a person who helped you become who you are today. Then write a letter to that person thanking him or her. Explain how he or she helped to shape who you are.

Dear Aunt Jane _____,

You have been a big part of my life. You helped me to
learn to play the piano. Listening to you play made me want to
learn how to play too

_____. You helped me to see that
it can be fun to work hard at something you love. Music is
something wonderful to have in your life

Thank you very much for _____
all your help and for always supporting me

Love,

Vocabulary Practice

A. Write the word below the picture it matches.

frighten

shadows

strangers



1. frighten



2. strangers



3. shadows

B. Complete each sentence with the best word from the box.

attends

peace

scream

4. The queen's maid attends her all day long.
5. I might scream during scary movies.
6. The country has peace now after the war.

C. Circle the letter of the sentence that is the best example of the word.

7. **scorn**

- a. He likes opera, but he doesn't **scorn** pop music.
- b. When my friends do well on a test, I **scorn** them.
- c. He **scorns** his favorite TV show.

8. **greed**

- a. **Greed** made him lie and cheat for money.
- b. **Greed** made him give money to the poor.
- c. **Greed** made him take a long nap.

9. **strangers**

- a. My mother told me not to talk to **strangers**.
- b. I have many friends who are **strangers** from other countries.
- c. There are many **strangers** in my family.

Write an Editorial

In an editorial, a writer expresses his or her opinion. Think back to the perfect world you imagined in the beginning of the lesson. Write an editorial about your perfect world.

Dear Readers,

I think the most important things for a perfect world are
joy, love, kindness, food

_____. They are important
because people need them to be happy;
People can't live without them

There are also things a perfect world should not have. It should
not have hunger; pain; sickness

_____. The world would be better without
these things because people would be happier; people would be
healthier

Vocabulary Practice

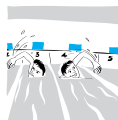
A. Match the words to the correct pictures.

1. **compete**

2. **pattern**

3. **spectators**

4. **maiden**



B. Write T if the statement is true. Write F if it is false.

F 5. An **insult** makes you feel happy.

F 6. A **loom** is used to cook food.

T 7. Two pennies are always **equal** in size.

F 8. You answer **indignantly** to a friendly hello.

C. Answer each question with the correct vocabulary word.

amid

descendants

mortal

obscure

obstinacy

9. Which word means "children, grandchildren, and great-grandchildren"? descendants

10. Which word means "in the middle of"? amid

11. Which word means "not well known"? obscure

12. Which word means "stubbornness"? obstinacy

13. Which word means "not able to live forever"? mortal

Vocabulary Practice

A. Label each picture with a word from the box.

computers

reference

signature

transfer

1. transfer2. reference3. signature4. computers

B. Match each vocabulary word with the best definition or example.

c 5. **computers**

a. a wrongdoing

a 6. **violation**

b. autograph

d 7. **privileges**

c. calculators

b 8. **signature**

d. special rights

C. Complete the sentences.

9. To get **access** to the Internet, I must visit the public library

10. I **trust** my good friend because she never lies

11. My mother gives me **privileges** to talk on the telephone; watch television; visit my friends; go shopping

12. An athlete makes a **violation** when he or she breaks a rule of the sport or has a penalty

Vocabulary Practice

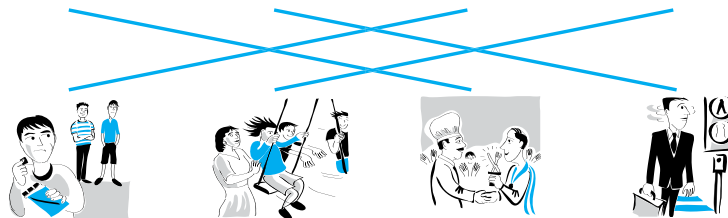
A. Match the word to the correct picture.

1. faithful

2. alert

3. selfish

4. reared



B. Circle the letter of the sentence that is the best example of the vocabulary word.

5. noble

- a. Joseph always does what is right.
- b. Joseph does not care how other people feel.

6. ungrateful

- a. Dao was thankful for her new sweater.
- b. Dao wished that she had been given a nicer sweater.

7. fortune

- a. I have most of my tests on Friday.
- b. Luckily, my family is leaving for vacation on Friday.

8. malice

- a. Alice helped one of her classmates after he tripped.
- b. Alice was happy that her classmate fell.

C. Complete the sentences with a word from the word bank.

prosperity

reputation

sacrificed

traitors

treacherous

- 9. We sacrificed the money we had and gave it to charity.
- 10. The pirate ship was full of treacherous people.
- 11. My grandmother has prosperity because she has a large family.

Write a poster

Create a poster for your local animal shelter. Your purpose is to convince people to adopt homeless dogs. Think about “Eulogy on the Dog” before you write your poster. Then share your poster with the class and talk about it.

Members of the community:

Give a dog a home!

A dog makes a great friend because a dog is
unselfish, grateful and
loyal.

George Graham Vest once said that a dog is the
best friend a man has in the world.

He also said that a dog is an even better
 friend than a human friend because
a dog is always there. A human friend might desert you when
you are down on your luck. A dog, on the other hand, will
truly stand by your side.

Come see for yourself. Visit your local animal shelter
today.

Remember: dogs are faithful friends.





Vocabulary Practice

A. Match the words to the correct pictures.

1. **bellowed**

2. **plump**

3. **chain**

4. **hauling**



B. Circle the letter of the word or phrase that has the same meaning as the boldface word.

5. Water is **scarce** after months of no rain.

a. easy to find

☒ b. hard to find

c. hard to see

6. A farmer could **starve** if he could not grow crops.

a. suffer from thirst

b. eat too much

☒ c. suffer from hunger

7. Are you **satisfied** with your gift?

☒ a. happy

b. unhappy

c. sorry

8. I will **reward** you if you find my lost cat.

a. take back what I gave you

b. tell you a story

☒ c. give you something in return

C. Use each boldface word in a sentence.

9. **toppled** _____ Possible answer: I tripped on the stairs and toppled to the ground.

10. **sleek** _____ Possible answer: The cheetah looked sleek and fast as it ran through the grass.

11. **ease** _____ Possible answer: The Olympic swimmer dove into the pool with ease.

12. **lamented** _____ Possible answer: Edwina lamented about losing her purse.

Vocabulary Practice

A. Match the words to the correct pictures.

1. admit 2. compete 3. exclude 4. voted

The connections are: 1. admit to 4. voted, 2. compete to 4. voted, 3. exclude to 3. (the group), and 4. voted to 1. (the woman at the booth).

B. Write T if the statement is true. Write F if the statement is false.

- F 5. Bicycle **enthusiasts** hate to ride bikes.
- T 6. A store that sells a lot usually makes a **profit**.
- T 7. In baseball, players run toward the **bases**.
- T 8. A fence is a **division** between two areas.

C. Write the vocabulary word that best answers each question or clue.

documentation portrayed privileged rivaling uniquely

9. How would you describe people who have lots of money? privileged
10. An artist did this when she painted someone. portrayed
11. What could you give a person to prove that you paid for something?
documentation
12. The number two team is doing this to the number one team. rivaling
13. You dress like this if you dress like no one else. uniquely

Write an Editorial

An editorial is a section of a newspaper. An editorial gives the editor's opinion about something. Imagine that the National Association of Base Ball Players has just voted to exclude African American players. Write an editorial about African American players starting their own leagues.

Dear Readers:

The National Association of Base Ball Players has just made a terrible mistake! They have decided to Possible answer: not let African American baseball players play in the major leagues

_____. But African American baseball players cannot let this stop them from playing. They should Possible answer: form their own teams and leagues

_____. This way, African American players can keep playing, and their fans can keep watching. Of course, it will be hard. The all-white teams have Possible answer: more money for publicity; people on them who have a lot of hate

The important things about baseball are Possible answer: the competition and love of the game

_____. For the good of baseball and human dignity, we must Possible answer: allow the best players to compete against each other

Thank you for reading.

Editor

Vocabulary Practice

A. Match the words to the correct pictures.

1. transported 2. ceremonial 3. intently 4. catastrophe



B. Choose the best word from the list to replace the underlined word or words in each sentence.

achievements distinguished recognition tortured

5. Laws protect people against being badly hurt on purpose. tortured
6. The brave woman receives appreciation for rescuing a child. recognition
7. The respected teacher wins many awards. distinguished
8. The scout troop is proud of its many completed goals. achievements

C. Fill in each blank with the best word from the word bank.

brutal denounced inferior menace

9. At the meeting, Daniela angrily denounced people who waste water.
10. That cheap jacket is made from inferior cloth.
11. Some people think boxing is a brutal sport.
12. The bully is a menace to the children.

Vocabulary Practice

A. Match the words to the correct pictures.

1. **communicated**

2. **disrespectful**

3. **inhabited**



B. Write T if the statement is true. Write F if it is false.

T 4. It takes a lot of **imagination** to invent a game.

F 5. A word that is **incomprehensible** is easy to understand.

T 6. You feel good when you **accomplish** a difficult task.

T 7. If you have a **yearning** for something, you want it very much.

C. Find each vocabulary word on page 137. Reread each example sentence. Then complete the activity below.

8. Give an example of something you **relish**.

Possible answer: spending time with my friends

9. Give an example of **defiance**.

Possible answer: marching in a protest

10. Describe a scene that is total **chaos**.

Possible answer: an earthquake

11. Describe someone who shows **indifference**.

Possible answer: a person who pollutes

Vocabulary Practice

A. Label the pictures with words from the word bank.

career

dictators

exercises

recovered

1. recovered2. dictators3. exercises4. career

B. Complete the sentences with a word from the word bank.

duty

improve

politics

tragedy

5. A duty is something you must do.

6. A very sad event is a tragedy.

7. To make something better is to improve it.

8. People gain government power through politics.

C. Answer the questions. Use one of the words from page 153 in your answers.

9. Where do the poorest people in a city often live?

in slums

10. A person is unable to move. What might have happened to the person's legs?

They could be paralyzed.

11. Many people have lost their jobs. What do we call this time period?

a depression

12. What does something have if it does not work very well?

drawbacks

13. What do we call a person who is able to make things happen?

effective



Write a Speech

Imagine it is 1945 and you are Eleanor Roosevelt. The National Association for the Advancement of Colored People (NAACP) asks you to join their Board of Directors. This is your acceptance speech. Complete the speech. Include the feeling that Eleanor Roosevelt had for the causes of human rights. Then read your speech aloud to a partner.

Thank you. I am very honored to be appointed to the _____
Board of Directors of the NAACP

Together we have fought long and hard for the rights of _____
all African Americans

This has been a great year for African Americans because the Army Nurse Corps has decided to _____
allow black nurses as well as white nurses to join it

This is just the beginning. We must work even harder to end this separating of the races called _____
segregation

Think about what the Daughters of the American Revolution (DAR) did a few years ago to further racial prejudice. They _____
stopped the famous African American singer, Marian Anderson, from singing in their auditorium

Because of this terrible prejudice, I _____
resigned from the DAR. Then I made it possible for Anderson to _____
sing at the Lincoln Memorial instead

I will not rest until our public schools allow _____
black and white children to attend class together

I will not rest until the United Nations approves the _____
Declaration of Human Rights for all people

Some examples of human rights are _____
free speech, freedom of religion, good health care, and education for all

We will not give up! Together we will achieve our goals.
 Thank you.

Vocabulary Practice

A. Match each word to its picture.

1. fleet 2. canoe 3. pounds 4. extraordinary



B. Complete each sentence with a word from the word bank.

dangerous decade feat strange

5. A person who has lived for a decade is ten years old.
 6. If you run twenty miles, it is a great feat.
 7. It can be very dangerous to swim alone.
 8. A strange thing is not normal.

C. Circle the letter of the sentence with the best example of the word.

9. ☒ a. He followed the **weird** sound outside the house.
 b. I am **weird** enough to win the beauty contest.
 10. a. Uma felt **discarded** because she lost her purse.
 ☒ b. We recycle **discarded** soda cans.
 11. a. She takes her **dedication** three times a day.
 ☒ b. She shows her **dedication** to the school by volunteering.
 12. ☒ a. They looked for treasure in the **wreckage** of the ship.
 b. The **wreckage** of one ship into the other caused them both to sink.



Vocabulary Check

A. Circle the picture that best answers the question.

1. Which boat is a **canoe**?



3. Which person is doing something **extraordinary**?



2. Which is a **fleet** of ships?



4. Which is an example of something **strange**?



B. Unscramble the words from the word bank.

dangerous

decade

feat

pounds

5. ehta _____ **feat** _____

6. dadece _____ **decade** _____

7. darsnogeu _____ **dangerous** _____

8. opdsun _____ **pounds** _____

C. Complete the sentences below.

9. You may find **discarded** soda cans; litter; bathtubs; tires in a river.

10. Boat **wreckage** and car parts; picnic tables; refrigerators; doghouses; sofas are a few things the Eco-Canoeist picks up.

11. The Eco-Canoeist has the **dedication** of a group of volunteers to help him.

12. The Eco-Canoeist has the **weird** experience of finding trousers; toilets in the river.



Create a Poster

Create a poster for your community. Your purpose is to convince people to become Eco-Canoeists and clean up trash from local waterways. Share your poster with the class and discuss it.

Become an Eco-Canoeist

An Eco-Canoeist is a person who wants to pick up litter from the rivers and lakes to make the water safer for plants, animals, and people.

This work is important because _____
 trash threatens wildlife that lives in and around the water; we
 can make the water safer for animals, plants, and humans
 _____ .

In our community we need help _____ cleaning up the lake

 _____ .

What does an Eco-Canoeist need? _____ canoe

 _____ .

How to sign up: _____ Contact your local Park Ranger

 _____ .

Eco-Canoeists meet _____
 at the lake the first Saturday of every month
 _____ .

Vocabulary Practice

A. Write the vocabulary word that matches each picture.

bawling

consider

dignity

grit



1. dignity



2. bawling



3. grit



4. consider

B. Match each vocabulary word with its meaning.

Column A

5. positively d

6. apology b

7. permanent c

8. lifetime a

Column B

a. for the length of a person's life

b. statement of regret

c. lasting forever

d. absolutely

C. Think about the meaning of each vocabulary word below. Then write an example of each word.

9. Give an example of one of the **principles** that you have.

You should treat people the way you want to be treated.

10. Give an example of something that might last **temporarily**.

A snowman lasts temporarily.

11. Give an example of someone or something you **worshipped**.

I worshipped the soccer player after she gave me her autograph.

12. Give an example of a time you were **astounded**.

I was astounded when my parents threw a surprise party.

Write A Letter

Imagine that you are Stan. Write a letter to Mr. Stroheim after your argument in the stock room. Complete the sentences. Be sure to follow the events from the play, but also add your own opinions. Then read your letter aloud to a partner.

Dear Mr. Stroheim,

Today at work, Andrew spilled oil on three new Stetsons.

He didn't mean to ruin the hats. I know that because Andrew is a hard worker and he didn't even know the linseed oil was there.

You punished Andrew. You said that he would have to pay you back for the hats out of his salary.

I know that times are hard now, but Andrew should not have to pay for those hats. I did not think your punishment for Andrew was fair because he didn't mean to ruin the hats.

I felt that I was doing the right thing when I told you that you were being unfair to Andrew. But then you and I had a big argument, and you punished me. You told me to do Andrew's job and sweep the floor. So I picked up the broom, and I swept dirt on your clean shoes.

You said that I have no respect for my superiors.

But I do have respect. I respect people who treat other people fairly.

Sincerely,

Stan

Vocabulary Practice

A. Match each vocabulary word to the correct picture.



1. c volunteers

2. d community

3. a employers

4. b valued

B. Match each vocabulary word to the correct definition.

5. c talent

a. people who give paying jobs to other people

6. b opportunities

b. chances to do something helpful

7. d program

c. special skill

8. a employers

d. a plan to solve a problem

C. Read the two sentences under each word. Check the sentence that uses the vocabulary word correctly.

9. **abilities**

☐ My **abilities** kept me from doing anything well.

☒ My sewing **abilities** helped me create a beautiful dress.

10. **community**

☐ Our **community** doesn't have any people in it.

☒ We like to do things with people in our **community**.

11. **opportunities**

☒ You will have a few **opportunities** to show us your beautiful artwork.

☐ He made **opportunities** to fall down the stairs.

12. **program**

☒ She started a **program** to clean up the beach every week.

☐ They saw a **program** to do work that didn't need to be done.

Vocabulary Check

A. Circle the picture that best answers each question.

1. Which picture shows something **valued**?



2. Which picture shows someone with **talent**?



B. Complete the following sentences with the correct vocabulary word.

abilities

employers

volunteers

5. Reading and writing are both important abilities.

6. People who pay others to work for them are employers.

7. People who don't get paid for helping others are volunteers.

C. Think about the meaning of the vocabulary word in each sentence. Check the word or phrase that has the same meaning.

8. Shriver started a **program** to help people with mental disabilities.

☒ project

☐ race

☐ college

9. Helping people around you helps your **community**.

☐ branch

☒ neighborhood

☐ job

10. Best Buddies gives people many **opportunities** to make new friends.

☐ ideas

☒ chances

☐ addresses

Make a Poster

Make a poster to get volunteers for the Best Buddies program. On the lines below, write information about the program. At the bottom of the poster, draw a picture about Best Buddies. Show your poster to the class and talk about it.

Best Buddies needs volunteers **!**

Best Buddies is a program that _____
pairs a volunteer and someone who has mental disabilities
 _____.

You and your buddy will _____
spend time together, go shopping, go to a movie, or whatever
you and your buddy want to do
 _____.

Give a few hours of your time to _____
help someone who needs a friend
 _____.

It will be an experience that _____
you and your buddy will never forget
 _____.

Vocabulary Practice

A. Match each word to the correct picture.

1. adopt

2. hollow

3. patiently



B. Complete each sentence with the correct vocabulary word.

elders

frequently

hollow

vanished

4. Martin cannot find his assignment. It has vanished.5. Sari is frequently late for school.6. My elders are wise, so I listen to them.7. We will cut down the tree because it is hollow.

C. Complete each sentence.

8. I try to behave **patiently** when I Possible answer: am waiting in a long line.9. One person I always **obey** is Possible answer: my teacher.10. Someone might **adopt** a Possible answer: dog or cat.11. One thing worth **pleading** for is Possible answer: peace.

This glossary lists the vocabulary words found in the selections in this book. The definition given is for the word as it is used in the selection; you may wish to consult a dictionary for other meanings of these words. The key below is a guide to the pronunciation symbols used in each entry.

Pronunciation Key					
a	at	ō	hope	ng	sing
ā	ape	ô	fork, all	th	thin
ä	father	oo	wood, put	th	this
e	end	ōō	fool	zh	treasure
ē	me	oi	oil	ə	ago, taken, pencil,
i	it	ou	out		lemon, circus
ī	ice	u	up	'	indicates primary stress
o	hot	ū	use	'	indicates secondary

English

A

abilities (ə bil' ə tēz) *n.* skills, talents, or powers

absorbs (ab sôrbz') *v.* to take in or soak up

access (ak' ses) *n.* permission to use something

accomplish (ə kom' plish) *v.* to do something successfully

achievements (ə chēv' ments) *n.* goals reached through hard work or skill

acquainted (ə kwānt' id) *adj.* familiar with

Espanol

A

abilities/habilidades *s.* destrezas, talentos o capacidades

absorbs/absorber *v.* chupar o empaparse algo con un líquido

access/acceso *s.* permiso para hacer uso de algo

accomplish/lograr *v.* hacer algo exitosamente

achievements/logros *s.* metas alcanzada por medio del trabajo intenso y el talento

acquainted/conocido *adj.* que resulta familiar

adjoining (ə joi' ning) *adj.* located next to

admit (ad mit') *v.* to allow in or include

adopt (ə dopt') *v.* to take for yourself

adventure (ad ven' chər) *n.* a time or trip full of excitement and risk

alert (ə' lurt) *adj.* watchful; quick to respond

amid (ə mid') *prep.* in the middle of

antennae (an ten' ə) *n.* metal rods that comes out of the top of a television set and make a television picture clear

apology (ə pol' ə jē) *n.* an expression of regret

appearance (ə pēr' əns) *n.* the way someone or something looks

appointed (ə point' əd) *v.* named or selected for a position

appreciate (ə pre' shē āt') *v.* value; to be thankful

argue (är' gū) *v.* disagree

astounded (əs tound' id) *v.* surprised

attends (ə tendz') *v.* takes care of

average (av' ər ij) *adj.* normal or usual

awesome (ô' səm) *adj.* great or wonderful

axis (ak' sis) *n.* a straight line which an object turns around

adjoining/contiguo *adj.* que está al lado de algo

admit/admitir *v.* permitir el ingreso o incluir

adopt/adoptar *v.* tomar algo como propio

adventure/aventura *s.* momento o viaje lleno de emoción y riesgo

alert/alerta *adj.* vigilante; listo para reaccionar

amid/entre *prep.* que está en medio de algo

antennae/antena *s.* vara de metal colocada encima de un televisor y que sirve para hacer que la imagen sea más clara

apology/disculpa *s.* petición de perdón; muestra de arrepentimiento

appearance/apariencia *s.* la manera en que alguien o algo se ve

appointed/nombró *v.* mencionó o seleccionó a alguien para ocupar una posición

appreciate/apreciar *v.* valorar algo; estar agradecido

argue/discutir *v.* entrar en desacuerdo

astounded/asombrado *adj.* sorprendido

attends/atiende *v.* se ocupa de algo o alguien

average/promedio *adj.* normal o usual

awesome/impresionante *adj.* extraordinario o maravilloso

axis/eje *s.* línea recta en torno a la cual gira un objeto

B

barren (bar' ən) *adj.* with little or no plant life

bases (ba' səz) *n.* the four corners of a baseball field

bawling (bôl' ing) *v.* crying loudly

bellowed (bel'ôd) *v.* to make a loud, deep sound

benefit (ben' ə fit) *n.* a good outcome

blouse (blous) *n.* a loose-fitting shirt for women and children

boost (bōōst) *n.* something that suddenly helps or advances a person or thing

bored (bôrd) *adj.* not interested

brief (brēf) *adj.* short

brutal (brōōt' əl) *adj.* violent and without human feeling

C

canoe (kə nōō') *n.* a light narrow boat, moved by paddling

capsized (kap' sīzd) *v.* caused to turn over

career (kə rēr') *n.* the type of a job a person trains and studies for

cast (kast) *v.* to throw

catastrophe (kə tas' trə fē') *n.* an event that is very bad for someone or something

B

barren/árido *adj.* terreno donde casi no hay plantas

bases/bases *s.* las cuatro esquinas de un campo de béisbol

bawling/chillar *v.* llorar ruidosamente

bellowed/rugir *v.* emitir un sonido profundo y bullicioso

benefit/beneficio *s.* un efecto positivo o bueno

blouse/blusa *s.* camisa suelta para mujeres y niños

boost/impulso *s.* algo que repentinamente ayuda o hace que una persona o cosa avance

bored/aburrido *adj.* que no siente interés

brief/breve *adj.* corto

brutal/brutal *adj.* violento y sin sentimiento humano

C

canoe/canoa *s.* bote ligero y angosto que se mueve por medio de remos

capsized/volcó *v.* hizo que algo se voltee totalmente

career/carrera *s.* profesión u ocupación para la cual una persona se entrena y estudia

cast/lanzar *v.* tirar algo

catastrophe/catástrofe *s.* un acontecimiento muy negativo para alguien o algo

catastrophe (kə tas' trə fē') *n.* a huge, terrible event

celebrate (sel' ə brāt') *v.* to do something special in honor of certain person or event

celebrity (sə leb' rə tē) *n.* a famous person

ceremonial (ser' ə mō' nē əl) *adj.* formal and linked to special occasions

chain (chān) *n.* rings of metal connected together

chaos (kā' os) *n.* total confusion and disorder

clearing (klēr' ing) *n.* land with no trees or grass

coincidence (kō in' si dəns) *n.* unrelated events that seem to be connected

commercials (kə mur' shəls) *n.* advertisements

communicated (kə myū' ni kāt' ed) *v.* shared thoughts with another person

community (kə mū' nə tē) *n.* a place where people live and interact

compete (kəm pēt') *v.* to play against each other, as in a game or contest

compete (kəm pēt') *v.* to try to win a contest against others

computers (kəm pū' tərz) *n.* machines that people use for getting, storing, presenting, and sending information

conscious (kon' shəs) *adj.* done with purpose; intentional

catastrophe/catástrofe *s.* acontecimiento enorme y terrible

celebrate/celebrar *v.* realizar algo especial en honor de cierta persona o acontecimiento

celebrity/celebridad *s.* persona famosa

ceremonial/ceremonial *adj.* algo oficial y asociado a situaciones especiales

chain/cadena *s.* aros de metal conectados entre sí

chaos/caos *s.* confusión total y desorden

clearing/claro *s.* porción de tierra sin árboles ni pasto

coincidence/coincidencia *s.* hechos que no tienen relación y que parecen conectados

commercials/comerciales *s.* anuncios publicitarios

communicated/comunicó *v.* compartió ideas con otra persona

community/comunidad *s.* lugar donde la gente vive e interactúa

compete/competir *v.* jugar el uno contra el otro, como en juegos o concursos

compete/competir *v.* tratar de ganar una competencia contra otros

computers/computadoras *s.* máquinas que las personas usan para obtener, almacenar, presentar y mandar información

conscious/conciente *adj.* hecho con un objetivo; intencional

consider (kən sid' ə) *v.* to think about carefully

convince (kən vins') *v.* make someone believe

coping (kō' ping) *v.* dealing with something difficult

courage (kur' ij) *n.* bravery

coyote (kī ō' tē) *n.* a wild animal that is like a wolf

crouching (krouch' ing) *v.* bending down close to the ground

cruel (kroo' əl') *adj.* ready to cause pain or suffering

cyclone (sī klōn) *n.* a bad storm with winds that move in a circle, like a tornado

D

dangerous (dān' jər əs) *adj.* able to cause injury or harm

decade (dek' ād) *n.* period of ten years

decorate (dek' ə rāt') *v.* to make something more beautiful

dedication (ded' ə kā' shən) *n.* agreement or pledge to a person or purpose

defenders (di fend' ərz) *n.* the people on a sports team who stop the other team from scoring points

defiance (di fī' əns) *n.* refusal to obey

delight (di līt') *n.* joy; happiness

consider/considerar *v.* pensar algo con cuidado

convince/convencer *v.* hacer que alguien nos crea

coping/arreglárselas *v.* enfrentar alguna dificultad

courage/coraje *s.* valentía

coyote/coyote *s.* animal salvaje que se parece al lobo

crouching/agazaparse *v.* agacharse, encoger el cuerpo contra el suelo

cruel/cruel *adj.* dispuesto a causar dolor o sufrimiento

cyclone/ciclón *s.* tormenta grande con vientos que se mueven en círculo, como un tornado

D

dangerous/peligroso *adj.* capaz de causar daño o perjuicio

decade/década *s.* período de diez años

decorate/decorar *v.* hacer que algo sea más bello

dedication/dedicación *s.* entrega; compromiso de servir a una persona o a un propósito

defenders/defensores *s.* integrantes de un equipo deportivo que se encargan de impedir que el equipo contrario anote puntos

defiance/resistencia *s.* negativa a obedecer

delight/deleite *s.* alegría; felicidad

delivery (di liv'ər ē) *n.* the act of sending something to someone

denounced (di nouns'd') *v.* spoke strongly against

depression (di presh' ən) *n.* a period of time when many people are out of work and wages are low

descendants (di sen' dənts) *n.* the people who come after a person in life, such as children and grandchildren

desolate (des' ə lit) *adj.* empty; without people

dial (dī' əl) *n.* a wheel-like part on some radios and TVs that changes the station or channel

dignity (dig' nə tē) *n.* honor

discarded (dis kărd' əd) *adj.* thrown away

disrespectful (dis re' spekt' fəl) *adj.* rude; not polite

distance (dis' təns) *n.* space between things

distinguished (dis ting' gwisht) *adj.* someone or something that deserves respect

division (di vizh' ən) *n.* the instance of being divided or separated in opinion; disagreement

documentation (dok' yə mən tā' shən) *n.* written proof

drawbacks (drô' baks) *n.* weaknesses or bad points

duty (doo' tē) *n.* something you have to do

delivery/reparto *s.* acción de enviar o entregar algo a alguien

denounced/denunció *v.* opinó con energía en contra de algo

depression/depresión *s.* período de tiempo en que mucha gente no tiene trabajo y los salarios son bajos

descendants/descendientes *s.* gente que sucede a una persona en la vida, como los hijos y los nietos

desolate/desolado *adj.* vacío; que no tiene gente

dial/dial *s.* dispositivo circular que algunos radios y televisores tienen para señalar estaciones o canales

dignity/dignidad *s.* honor; cualidad de quien se porta honradamente y se hace respetar

discarded/descartado *adj.* hecho a un lado; apartado o arrojado

disrespectful/irrespetuoso *adj.* tosco; que no tiene amabilidad o cortesía

distance/distancia *s.* el espacio que hay entre las cosas

distinguished/distinguido *adj.* alguien o algo que merece respeto

division/división *s.* situación que se da cuando hay diferencia de opiniones; desacuerdo

documentation/documentación *s.* prueba escrita

drawbacks/desventajas *s.* debilidades o puntos débiles

duty/deber *s.* algo que uno está obligado a hacer

E

ease (ēz) *n.* freedom from hard work or worry

economic (ek' ə nom' ik) *adj.* relating to money matters

effective (i fek' tiv) *adj.* able to make something happen

elders (el' dərz) *n.* people who are older

employer (em ploi' er) *n.* the person you work for

employers (em ploi' ərz) *n.* people who give jobs that that pay to others

endured (en doord') *v.* suffered or lived with something difficult for a long time with strength and patience

enthusiasts (en thōō' zē asts) *n.* people who are very interested in something

equal (ēk' wəl) *adj.* the same as something else in a certain way

essential (i sen' shəl) *adj.* basic; fundamental

etiquette (et' i ket) *n.* rules of polite behavior

evidently (ev' ə dənt lē) *adv.* clearly; seems likely

exclude (iks klōōd') *v.* to leave out or keep out

exercises (ek' ər sīz' əz) *n.* ways of moving that help a person strengthen his or her muscles

expanding (iks pand' ing) *v.* making larger

E

ease/relajamiento *s.* comodidad que se da cuando uno se libera del trabajo duro y las preocupaciones

economic/económico *adj.* relacionado con asuntos de dinero

effective/efectivo *adj.* capaz de lograr que algo ocurra

elders/mayores *s.* personas de más edad

employer/empleador *s.* la persona para quien uno trabaja

employers/empleadores *s.* gente que ofrece trabajos pagados a otras personas

endured/soportó *v.* sufrió o vivió una experiencia difícil por mucho tiempo, mostrando fuerza y paciencia

enthusiasts/entusiastas *s.* personas que tienen mucho interés en algo

equal/igual *adj.* lo mismo que otra cosa en cierta manera

essential/esencial *adj.* básico; fundamental

etiquette/etiqueta *s.* reglas del comportamiento cortés

evidently/evidentemente *adv.* claramente; que parece probable

exclude/excluir *v.* sacar o mantener fuera a alguien o algo

exercises/ejercicios *s.* movimientos corporales que ayudan a que una persona fortalezca sus músculos

expanding/expandir *v.* hacer que algo crezca

expensive (iks pen' siv) *adj.* costing a lot of money

extraordinary (iks trô' dâ ner' ē) *adj.* going beyond the usual or regular

F

factor (fak' tər) *n.* one of several things that causes something

faith (fāth) *n.* strong belief or trust in someone or something

faithful (fāth' fəl) *adj.* loyal

feat (fēt) *n.* showing great skill or strength

fleet (flēt) *n.* a group of boats, trucks or planes led by a single person

floundering (floun' dər ing) *v.* moving in a clumsy way

flunk (flungk) *v.* fail; get an "F" grade

forlorn (fôr lôrn') *adj.* lonely; hopeless

fortune (fôr' chən) *n.* luck

freedom (frē' dām) *n.* the power to do anything you want to do

frenzied (fren' zēd) *adj.* full of emotion or excitement

frequently (frē' kwənt lē) *adv.* many times; again and again

friendship (frend' ship') *n.* the state of being friends

friendship (frend' ship') *n.* the state of being friends

expensive/caro *adj.* que cuesta mucho dinero

extraordinary/extraordinario *adj.* que está más allá de lo usual o lo común

F

factor/factor *s.* una de las muchas cosas que causan algo

faith/fe *s.* creencia muy fuerte; confianza que se tiene en algo o alguien

faithful/leal *adj.* fiel

feat/hazaña *s.* acción muy dificultosa en la cual se muestra gran habilidad y fuerza

fleet/flota *s.* conjunto de barcos, camiones o aviones bajo el mando de una misma persona

floundering/tambalearse *v.* moverse de manera torpe, perdiendo el equilibrio

flunk/reprobar *v.* fracasar; obtener como calificación una "F"

forlorn/triste *adj.* infeliz; solitario; sin esperanzas

fortune/fortuna *s.* suerte

freedom/libertad *s.* poder de hacer lo que uno desea

frenzied/frenético *adj.* lleno de emoción o excitación

frequently/frecuentemente *adv.* muchas veces; una y otra vez

friendship/amistad *s.* lazo de confianza y afecto que une a los amigos

friendship/amistad *s.* lazo de confianza y afecto que une a los amigos

frighten (frī t ' ən) *v.* to make afraid

frowns (frounz) *v.* looks unhappy or displeased

G

galloping (gal' əp ɪŋ) *v.* running very fast

greed (grēd) *n.* the selfish wish for more than you need

grit (grɪt) *v.* to grind or grate

H

harsh (härsh) *adj.* unpleasant in action

hauling (hôi' ɪŋ) *v.* moving something from one place to another

heroism (her' ō ɪz' əm) *n.* the state of being a hero

hiking (hīk' ɪŋ) *n.* walking for pleasure or exercise

hollow (hol' ō) *adj.* empty on the inside

honorable (on' ə ɹ ə bəl) *adj.* has knowledge of what is right and proper

hostile (host' əl) *adj.* something harsh or unpleasant

humidity (hū mid' ə tē) *n.* dampness, especially in the air

frighten/asustar *v.* hacer que se sienta miedo

frowns/frunce *el ceño v.* pone cara de disgusto; aparenta estar descontento

G

galloping/galopar *v.* correr muy rápido

greed/codicia *s.* el deseo egoísta de tener más de lo que uno necesita

grit/apretar (*los dientes*) *v.* juntar los dientes hasta hacerlos rechinar

H

harsh/duro *adj.* muy severo; poco agradable en el trato

hauling/transportar *v.* mover algo de un lugar a otro

heroism/heroísmo *s.* cualidades propias del héroe

hiking/caminata *s.* paseo a pie que se hace por placer o ejercicio

hollow/hueco *adj.* que está vacío por dentro

honorable/honrado *adj.* persona que actúa de manera correcta y adecuada

hostile/hostil *adj.* algo áspero o desagradable

humidity/humedad *s.* presencia de vapor húmedo, especialmente en el aire

I

identification (ī den' tə fi kă' shən) *n.* something that shows you are who you say you are

imagination (i maj' ə nă' shən) *n.* the power to create pictures in your mind

imagine (i maj' in) *v.* to form a picture in the mind

incomprehensible (in' kom pri hen' sə bəl) *adj.* impossible to understand

indifference (in dif' ə r əns) *n.* lack of interest or concern

indignantly (in dig' nənt lē) *adv.* in a way that shows noble anger

industrious (in dus' trē əs) *adj.* hard-working

inferior (in fer' ē ə r) *adj.* not as good as something else

inhabited (in hab' it id) *adj.* lived in or on

inhabited (in hab' it ed) *v.* lived in a place

insult (in' sult') *n.* a rude or mean act or comment

intently (in tent' lē) *adv.* with close attention

interior (in tēr' ē ə r) *n.* the inside of something

interrupt (in' tər rupt') *v.* to stop

J

journey (jur' nē) *n.* a trip from one place to another

I

identification/identificación *s.* algo que demuestra que uno es quien dice ser

imagination/imaginación *s.* capacidad de crear imágenes en la mente

imagine/imaginar *v.* crear una imagen en la mente

incomprehensible/incomprensible *adj.* que no se puede entender o comprender

indifference/indiferencia *s.* falta de interés o preocupación

indignantly/con indignación *adv.* de manera que muestra un gran enojo

industrious/industrioso *adj.* que trabaja mucho

inferior/inferior *adj.* que no es tan bueno en comparación con otra cosa

inhabited/habitado *adj.* se dice del lugar que está poblado

inhabited/habitó *v.* vivió en cierto lugar

insult/insulto *s.* acción o comentario grosero o hiriente

intently/atentamente *adv.* con mucha atención y cuidado

interior/interior *s.* la parte interna de algo

interrupt/interrumpir *v.* detener

J

journey/viaje *s.* traslado de un lugar a otro

journey (jur' nē) *n.* the act of traveling; a trip

K

knobs (nobz) *n.* small round handles

L

lamented (lə ment' id) *v.* showed sadness

lavishly (lav' ish lē) *adv.* with more than the needed amount

laws (lôz) *n.* rules that people must obey

lifetime (līf' tīm') *adj.* for the length of a person's life

lightning (līt' ning) *n.* strong electrical charge that comes out of the sky, usually during a storm

local (lō' kēl) *adj.* nearby; located near or associated with a certain place

loom (lōōm) *n.* a machine for making cloth from thread or yarn

loyalty (loi' əl tē) *n.* devotion or duty to someone or something

luggage (lug' ij) *n.* bags, boxes, or suitcases used to carry things

M

maiden (mā' dən) *n.* an unmarried woman or young girl

malice (mal' is) *n.* a desire to cause pain

melody (mel' ə dē) *n.* a tune

journey/viaje *s.* acción de viajar

K

knobs/botones *s.* pequeñas piezas circulares que son manipulables

L

lamented/lamentó *v.* mostró tristeza

lavishly/lujosamente *adv.* con más de lo necesario

laws/leyes *s.* conjunto de reglas que la gente debe obedecer

lifetime/vida *adj.* tiempo que dura toda la vida de una persona

lightning/rayo *s.* carga eléctrica fuerte que cae del cielo, usualmente durante una tormenta

local/local *adj.* cercano o vinculado a un determinado lugar

loom/telar *s.* máquina para fabricar tela de hilo

loyalty/lealtad *s.* sentimiento de fidelidad hacia una persona o algo

luggage/equipaje *s.* bolsas, cajas o maletas que se emplean para llevar cosas

M

maiden/doncella *s.* una mujer soltera o una chica joven

malice/malicia *s.* deseo de causar dolor

melody/melodía *s.* composición musical

menace (men' is) *n.* someone or something that could do harm

moisture (mois' chər) *n.* very small drops of water in the air

mortal (môrt' əl) *adj.* sure to die; human

motions (mo' shənz) *n.* movements that someone or something makes

N

neighbor (nā' bər) *n.* a person who lives next door or nearby

newcomers (nōō' kum' ərz) *n.* people who have arrived recently

nightmare (nīt' mār') *n.* bad dream

noble (nō' bəl) *adj.* having good qualities

O

obey (ō bā') *v.* to follow orders

obscure (əb skyoor') *adj.* not well known

obstinacy (ob' stə nə sē) *n.* state of not giving in to argument; stubbornness

occasion (ə kā' zhən) *n.* an event

opportunities (op' ə tōō' nə tēz) *n.* times or chances to do something useful or helpful

opposition (op' ə zish' ən) *n.* the other team

P

paralyzed (par' ə līzd) *adj.* not able to move

menace/amenaza *s.* alguien o algo que puede causar daño

moisture/humedad *s.* gotas muy pequeñas de agua en el aire

mortal/mortal *adj.* que ha de morir; humano

motions/moción *s.* movimiento que alguien o algo realiza

N

neighbor/vecino *s.* persona que vive en la casa del costado o cerca

newcomers/recién llegados *s.* personas que han llegado a un lugar recientemente

nightmare/pesadilla *s.* mal sueño

noble/noble *adj.* que tiene buenas cualidades

O

obey/obedecer *v.* cumplir órdenes

obscure/oscurο *adj.* que no es bien conocido

obstinacy/obstinación *s.* estado en el cual no se aceptan razones; terquedad

occasion/ocasión *s.* un acontecimiento

opportunities/oportunidad *s.* momento ideal para hacer algo útil o valioso

opposition/oponente *s.* el equipo contrario

P

paralyzed/paralizado *adj.* que ha perdido la capacidad de moverse

parched (pärcht) *adj.* dried up from too much heat

patience (pā' shəns) *n.* the ability to wait for a long time

patiently (pā' shənt lē) *adv.* calmly or without complaint

pattern (pa tər'n) *n.* artistic shapes or forms

patterns (pat' ərnz) *n.* ways in which something happens the same way over and over

peace (pēs) *n.* calm or quiet state

peers (pērz) *v.* looks hard and closely at something

perfect (pur' fikt) *adj.* right or good in every way

permanent (pur' mə nənt) *adj.* lasting forever

pleading (plē' ding) *v.* asking for something that is important to you; begging

plug (plæg) *n.* the plastic piece on the end of an electrical cord that goes into the wall outlet

plump (plump) *adj.* chubby or fat

politics (pol' ə tiks) *n.* things people do to gain and use government power

portrayed (pôr trād') *v.* showed or pictured

position (pə zish' ən) *n.* proper place or role

parched/reseco *adj.* completamente seco a causa del calor

patience/paciencia *s.* capacidad para esperar por mucho tiempo

patiently/pacientemente *adv.* calmadamente o sin quejarse

pattern/diseño *s.* forma o silueta artística

patterns/patrones *s.* formas en que algo ocurre de la misma manera una y otra vez

peace/paz *s.* estado de calma o quietud

peers/escudriña *v.* mira algo con mucha atención e insistencia

perfect/perfecto *adj.* algo bueno desde todo punto de vista

permanent/permanente *adj.* que dura por siempre

pleading/suplicar *v.* pedir insistentemente algo que es muy importante para uno; rogar

plug/enchufe *s.* pieza plástica al final de una cuerda eléctrica, que encaja en la toma de corriente de la pared

plump/relleno *adj.* regordete o gordo

politics/política *s.* actividad que la gente desarrolla con el fin de obtener y hacer uso del poder gubernamental

portrayed/retrató *v.* dibujó, pintó, mostró

position/posición *s.* lugar que ocupa una persona o cosa

positively (poz' ə tiv lē) *adv.* absolutely; for sure

pounds (poundz) *n.* a unit in mass and weight

pranced (pransd) *v.* walked or ran with very high steps

precious (presh' əs) *adj.* rare and valuable

precious (presh' əs) *adj.* having a high price or value

prevail (pri vāl') *v.* to win

primary (prī mer' ē) *adj.* first or most important

primary (prī mer' ē) *adj.* most important

principles (prin' sə pəls) *n.* personal rules of right and wrong

privileged (priv' ə lijd) *adj.* with more choices or rights than other people

privileged (priv' ə lijd) *adj.* having a right or advantage

privileges (priv' ə lij əz) *n.* benefits or special rights

proclaimed (prə klāmd') *v.* announced officially; stated publicly

profit (prof' it) *n.* money that a business makes and keeps

program (prō' gram) *n.* a plan to solve a problem

prominent (prom' ə nənt) *adj.* well-known or important

positively/con seguridad *adv.* que va a cumplirse de todos modos; definitivamente

pounds/libra *s.* unidad de masa y peso

pranced/saltó *v.* caminó o corrió con pasos muy altos

precious/precioso *adj.* raro y de mucho valor

precious/precioso *adj.* que tiene un precio o un valor alto

prevail/prevalecer *v.* imponerse, ganar

primary/primario *adj.* lo que viene primero o lo más importante

primary/primario *adj.* lo más importante

principles/principios *s.* ideas o reglas personales que se tienen sobre lo que está bien o lo que está mal

privileged/privilegiado *adj.* que tiene más oportunidades o derechos que otra gente

privileged/privilegiado *adj.* que goza de un derecho o una ventaja

privileges/privilegios *s.* beneficios o derechos especiales

proclaimed/proclamó *v.* anunció oficialmente; declaró públicamente

profit/ganancia *s.* dinero que un negocio gana y guarda

program/programa *s.* plan general para resolver un problema

prominent/prominente *adj.* bastante conocido o importante

prosperity (pros per'ə tē) *n.* having success, wealth, or good luck

protective (prə tek' tiv) *adj.* something that keeps someone safe from harm

Q

qualities (kwol' ə tēz) *n.* a person's characteristics or basic nature

R

raw (rô) *adj.* food that is not cooked

reared (rērd) *v.* raised

rebel (ri bel') *v.* to fight against someone in control

recognition (rek əg nish' ən) *n.* appreciation shown for an achievement, service, or merit

recovered (ri kuv' ərd) *v.* gained something back, especially health

recycling (rē sī' kəl ing) *v.* to process materials in order to reuse them

reduce (ri dōōs') *v.* to make smaller in amount or size

reference (ref' ər əns) *adj.* used for information

region (re' jən) *n.* a part of the Earth's surface

relish (rel' ish) *v.* to enjoy something

reputation (rep' yə tā' shən) *n.* public opinion of something or someone

resist (ri zist') *v.* to act against or oppose

prosperity/prosperidad *s.* éxito, riqueza, buena suerte

protective/protector *adj.* algo que impide que uno sufra daños

Q

qualities/cualidades *s.* características o naturaleza básica de una persona

R

raw/crudo *adj.* alimento que no está cocido

reared/crió *v.* cuidó y educó

rebel/rebelar *v.* luchar contra alguien que tiene el poder o el control

recognition/reconocimiento *s.* aprecio que se muestra por un logro, un servicio o un mérito

recovered/recobró *v.* recuperó algo, especialmente la salud

recycling/reciclar *v.* procesar materiales con el objetivo de usarlos nuevamente

reduce/reducir *v.* empequeñecer la cantidad o el tamaño de algo

reference/de consulta *adj.* que se usa para obtener información

region/región *s.* una parte de la superficie de la Tierra

relish/disfrutar *v.* gozar, sentir placer por algo

reputation/reputación *s.* opinión pública que se tiene de algo o alguien

resist/resistir *v.* actuar en contra u oponerse a algo

responsible (ri spon' sə bəl) *adj.* able to do what is necessary

revealed (ri vēld') *v.* made known or shown clearly

revolting (ri vōl' ting) *adj.* disgusting

reward (ri wōrd') *v.* to give something in return for doing a deed

ridiculous (ri dik' yə ləs) *adj.* silly, easy to laugh at

rivaling (rī' vəl ing) *v.* trying to be almost as good as; competing with

S

sacrificed (sak'rə fīsd') *v.* gave up, usually for something else

satisfied (sat'is fīd) *adj.* happy or content

scarce (skārs) *adj.* hard to find

scorched (skôrçhd) *v.* dried up or burned

scorn (skôrn) *v.* to think of as low class or not wanted

scrawny (skrô' nē) *adj.* very thin or small

scream (skrēm) *n.* a sudden, sharp, loud cry

selfish (sel' fish) *adj.* concerned only about oneself

separates (sep'ə rāts) *v.* keeps things apart

responsible/responsable *adj.* capaz de hacer lo que sea necesario

revelead/reveló *v.* dio a conocer; mostró algo claramente

revolting/repugnante *adj.* asqueroso

reward/recompensar *v.* dar algo como premio por una tarea cumplida

ridiculous/ridículo *adj.* tonto, que causa risa fácilmente

rivaling/rivalizar *v.* cuando uno trata de ser tan bueno como otro en cierta actividad; competir

S

sacrificed/sacrificar *v.* renunciar a algo, usualmente en provecho de otra cosa

satisfied/satisfecho *adj.* feliz o contento

scarce/escaso *adj.* difícil de encontrar

scorched/requemar *v.* secar por completo o quemar

scorn/menospreciar *v.* pensar que algo es de poco valor o indeseable

scrawny/flaco *adj.* muy delgado o reducido

scream/chillido *s.* grito inesperado, fuerte y agudo

selfish/egoísta *adj.* que se preocupa sólo de sí mismo

separates/separa *v.* mantiene las cosas apartadas unas de otras

shadows (shad'-ōz) *n.* darkness with shapes, created when something is blocking light

shaft (shaft) *n.* tunnel

signature (sig' nə chər) *n.* the name of a person written by that person

skimming (skim' ing) *v.* moving lightly over the surface

sleek (slēk) *adj.* having a healthy appearance

slums (slumz) *n.* areas of poverty in cities

snare (snār) *v.* to catch, like in a trap

solar (so' lər) *adj.* something that uses the sun for power

spare (spār) *v.* give up or give away

spectacle (spek' tə kəl) *n.* a dramatic or memorable sight

spectators (spek' tā tərz) *n.* people watching

spout (spout) *n.* a tube or pipe that liquid comes out of

spring (spring) *v.* jump

squinting (skwint' ing) *v.* looking at something with your eyes partly closed

starve (stärv) *v.* to not eat for a long time

sticky (stik' ē) *adj.* covered with or having the properties of glue

strange (strānj) *adj.* unusual, odd

shadows/sombras *s.* siluetas oscuras que se forman cuando algo bloquea la luz

shaft/pozo *s.* especie de túnel

signature/firma *s.* nombre de una persona escrito por ella misma

skimming/rozar *v.* moverse tocando apenas la superficie de algo

sleek/lozano *adj.* que tiene una apariencia saludable

slums/barriadas *s.* zonas de pobreza en las ciudades

snare/atrapar *v.* apresar, como cuando se usa una trampa

solar/solar *adj.* se dice de algo que usa al sol como fuente de energía

spare/proveer *v.* dar o regalar

spectacle/espectáculo *s.* una representación dramática o memorable

spectators/espectadores *s.* personas que miran algo

spout/surtidor *s.* tubo o canal por el cual sale un líquido

spring/brincar *v.* saltar

squinting/entrecerrar (*los ojos*) *v.* ver algo con los ojos parcialmente cerrados

starve/pasar hambre *v.* no comer por mucho tiempo

sticky/pegajoso *adj.* cubierto de goma o que tiene las propiedades de ésta

strange/extraño *adj.* inusual, poco común

strangers (strān' jərz) *n.* people or things you do not know

strive (strīv) *v.* try hard

strummed (strumd) *v.* to play a musical instrument that has strings

stubborn (stub' ərn) *adj.* refusing to change your opinion or action

stumbles (stum' bəlz) *v.* walks in an unsteady way

survives (sər vīvz') *v.* continues to live, especially after something dangerous has happened

suspicion (sə spish' ən) *n.* a feeling that something is true

sway (swā) *v.* move slowly back and forth

swerve (swurv) *v.* turn aside quickly

T

talent (tal' ənt) *n.* special skill

temporarily (tem' pə rer' ə lē) *adv.* for a short time

thaw (thô) *v.* to melt

thicket (thik' it) *n.* land filled with bushes and trees

tilt (tilt) *n.* a slope or slant

toppled (top' əld) *v.* fell forward or tumbled over

tortured (tôr' chərd) *v.* hurt badly on purpose

strangers/extraños *s.* personas o cosas que uno no conoce

strive/esforzar *v.* tratar de hacer algo con muchas ganas

strummed/rasguear *v.* tocar un instrumento musical que tiene cuerdas

stubborn/terco *adj.* que se niega a cambiar su opinión o su modo de actuar

stumbles/tropieza *v.* avanza con paso inseguro

survives/sobrevive *v.* continúa viviendo, especialmente después que algo peligroso ha ocurrido

suspicion/sospecha *s.* sentimiento de que algo puede ser cierto

sway/oscilar *v.* mover lentamente de un lado a otro

swerve/virar *v.* desviarse o cambiar de dirección rápidamente

T

talent/talento *s.* habilidad especial

temporarily/temporalmente *adv.* por un tiempo corto

thaw/descongelar *v.* derretir

thicket/matorral *s.* terreno lleno de arbustos y árboles

tilt/inclinación *s.* una cuesta o una pendiente

toppled/cayó *v.* se derrumbó o se vino abajo

tortured/torturó *v.* causó mucho daño a propósito

tragedy (traɪ' ə dē) *n.* a sad and terrible event

traitors (tra' tərz) *n.* pl. people who are not loyal

transfer (trans' fər) *v.* to move something from one place to another

transported (trans pōrt' əd) *v.* moved from one place to another

treacherous (trech' ər əs) *adj.* not loyal

treasure (trezh' ər) *v.* care about; value

triumph (trī' umf) *v.* to win

trot (trot) *n.* a fast walk

trust (trust) *v.* to believe that something or someone is honest

tyrant (tī' rənt) *n.* a ruler who uses his or her power unfairly

U

ungrateful (un grāt' fəl) *adj.* not thankful

uniquely (ū nēk' lē) *adv.* in a certain and special way

unjust (un just') *adj.* not fair

untamed (un tām'd') *adj.* wild

V

valued (val' ūd) *adj.* prized or respected

vanished (van' ish'd) *v.* went out of sight; disappeared

tragedy/tragedia *s.* acontecimiento triste y terrible

traitors/traidores *s.* persona que no es fiel

transfer/transferir *v.* mover algo de un lugar a otro

transported/transportó *v.* movió algo de un lugar a otro

treacherous/traicionero *adj.* que no es fiel

treasure/valorar *v.* apreciar; dar mucho valor a algo

triumph/triunfar *v.* ganar

trot/trote *s.* una caminata rápida

trust/confiar *v.* creer que algo es verdad o que alguien es honesto

tyrant/tirano *s.* gobernante que usa su poder de manera injusta y abusiva

U

ungrateful/desagradecido *adj.* que no da las gracias

uniquely/excepcionalmente *adv.* de una manera muy específica y especial

unjust/injusto *adj.* algo que no es justo

untamed/indomado *adj.* salvaje

V

valued/valorado *adj.* estimado o respetado

vanished/desapareció *v.* se perdió de vista; se esfumó

vehicles (vē' ə kəlz) *n.* things that move people from one place to another

violation (vī' ə lā' shən) *n.* a breaking of a rule

volunteers (vol' ən tērz') *n.* people who give their time doing something for which they do not get paid

voted (vōt' əd) *v.* made a choice in an election or other decision

W

web (web) *n.* threads created and linked together by spiders

weird (wērd) *adj.* strange; unnatural

worshipped (wur' shipt) *v.* adored or idolized

wrap (rap) *v.* to fold around and cover completely

wreckage (rek' ij) *n.* remains of anything that has been destroyed

Y

yearning (yur' ning) *n.* a strong desire for something

vehicles/vehículos *s.* cosas que transportan gente de un lugar a otro

violation/violación *s.* rompimiento de una ley o una regla

volunteers/voluntarios *s.* gente que ofrece su tiempo para hacer algo por lo cual no recibirán ningún pago

voted/votó *v.* escogió una alternativa en una elección o al tomar una decisión

W

web/telaraña *s.* conjunto de hilos creados y conectados por arañas

weird/raro *adj.* extraño; que no es normal

worshipped/idolstrar *v.* adorar o convertir a alguien en ídolo

wrap/envolver *v.* rodear algo hasta cubrirlo por completo

wreckage/escombros *s.* restos de algo que ha sido destruido

Y

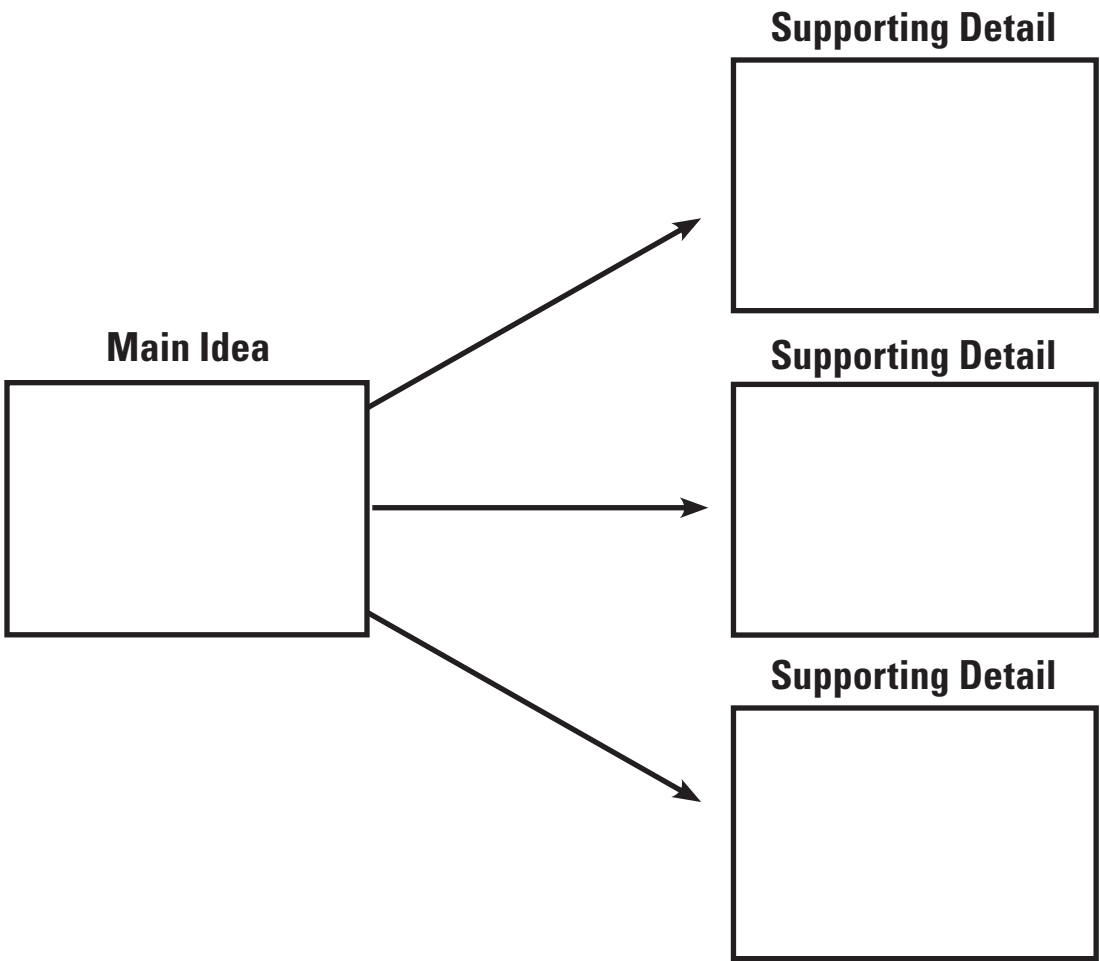
yearning/anhelo *s.* deseo muy fuerte de algo

**Comprehension,
Word Study,
and Grammar
Blackline Masters**

 **WHAT EXACTLY
IS A HERO?**

Name _____ Date _____

Directions: As you read “What Exactly Is a Hero?,” write the main idea of the essay in the box at the left and the details that support the main idea in the boxes at the right.





WHAT EXACTLY IS A HERO?

Name _____ Date _____

Grammar Link Exclamatory and Imperative Sentences

An **exclamatory sentence** expresses a strong feeling. It ends with an exclamation point.

I love sweet strawberries!

The dessert looks delicious!

An **imperative sentence** gives a command or makes a request. It ends with a period.

Please help me make dinner.

Get the salad ready.

Practice

A. Directions: Read each sentence below. Write **E** if the sentence is exclamatory. Write **I** if the sentence is imperative.

- _____ 1. Don't confuse a celebrity with a hero!
- _____ 2. Name the differences between a hero and a celebrity.
- _____ 3. Find your inner strength and help others.
- _____ 4. Abraham Lincoln was a hero and a celebrity!
- _____ 5. Make the right choices so you can be a hero, too.

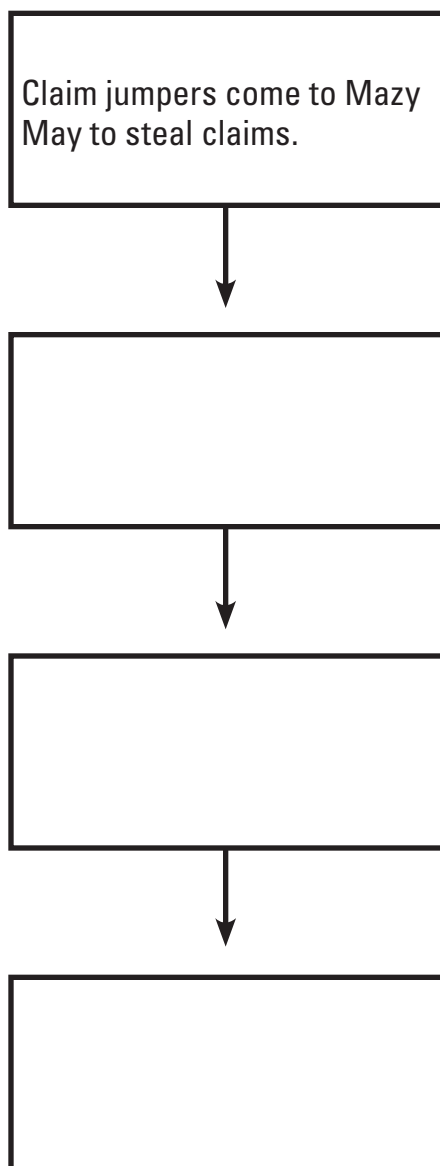
B. Directions: Read each sentence below. Write an exclamation point at the end of each exclamatory sentence. ! Write a period at the end of each imperative sentence. .

6. You can be a hero, too
7. Take the advice of Lao-tzu
8. Choose the steps you take carefully
9. Remember, it is what is inside of us that counts
10. You are the bravest person I know

The King of Mazy May

Name _____ Date _____

Directions: As you read “The King of Mazy May,” write the sequence of events that lead to Walt Masters becoming the King of Mazy May. Write the most important events from beginning to end starting at the top.





Name _____ Date _____

Word Study Root Words and Word Origins

The root of a word is its main part. If you know what the root of a word means, you can start to figure out the meaning of the whole word. Many words in English come from Latin and Greek roots.

Latin roots:

Root	Meaning	English word	Meaning
<i>spec</i>	to look at	spectator	someone who watches an event

Greek roots:

Root	Meaning	English word	Meaning
<i>bio</i>	life	biography	the story of a person's life

Practice

Directions: List one example of a word that uses the following Latin or Greek roots. Give a brief definition for each word.

Latin roots:

1. *spec* meaning "to look at" _____
2. *port* meaning "to carry" _____
3. *dict* meaning "to say" _____

Greek roots:

4. *bio* meaning "life" _____
5. *meter* meaning "measure" _____
6. *graph* meaning "write/record" _____



Name _____ Date _____

Grammar Link *As...As, Not As...As, and Less...Than*

Use **as...as** to show that two things or people are the same in some way.

Mark is **as** tall **as** Joe.

Use **not as...as** to show that two things are different in some way.

Mark is **not as** old **as** Joe.

Use **less...than** with a long adjective (two syllables or more), except for two syllable adjectives ending in y.

Mark is **less** intelligent **than** Joe.

Practice

A. Directions: Complete the sentences with *as...as* and the adjectives in parentheses.

1. Walt Masters is (smart) _____ as smart as _____ the adult men of the Yukon.
2. The claim jumpers are not (honest) _____ the settlers.
3. "The creek is (rich) _____ a United States mint!"
4. The creek is (curvy) _____ a snake.
5. The first lead-dog was not (good) _____ Walt thought.
6. The Irishman was (quick) _____ a cat.
7. Walt Masters is (famous) _____ a king.

B. Directions: Complete the sentences with *less...than* and the long adjectives in parentheses.

8. The claim jumpers were (clever) _____ less clever than _____ Walt Masters.
9. Most boys were (experienced) _____ Walt in driving a dog sled.
10. One dog was (skillful) _____ the other.

Name _____ Date _____

Grammar Link Simple Past Tense: Irregular Verbs

Many verbs do not use the *-ed* form. The **past tense** of these verbs is **irregular**.

She **went** to Africa last year. (The past form of the verb (to go) is *went*.)

She **saw** a chimpanzee there. (The past form of the verb (to see) is *saw*.)

Common Irregular Verbs:

Base Form	Past Form
be	was/were
go	went
say	said

Practice

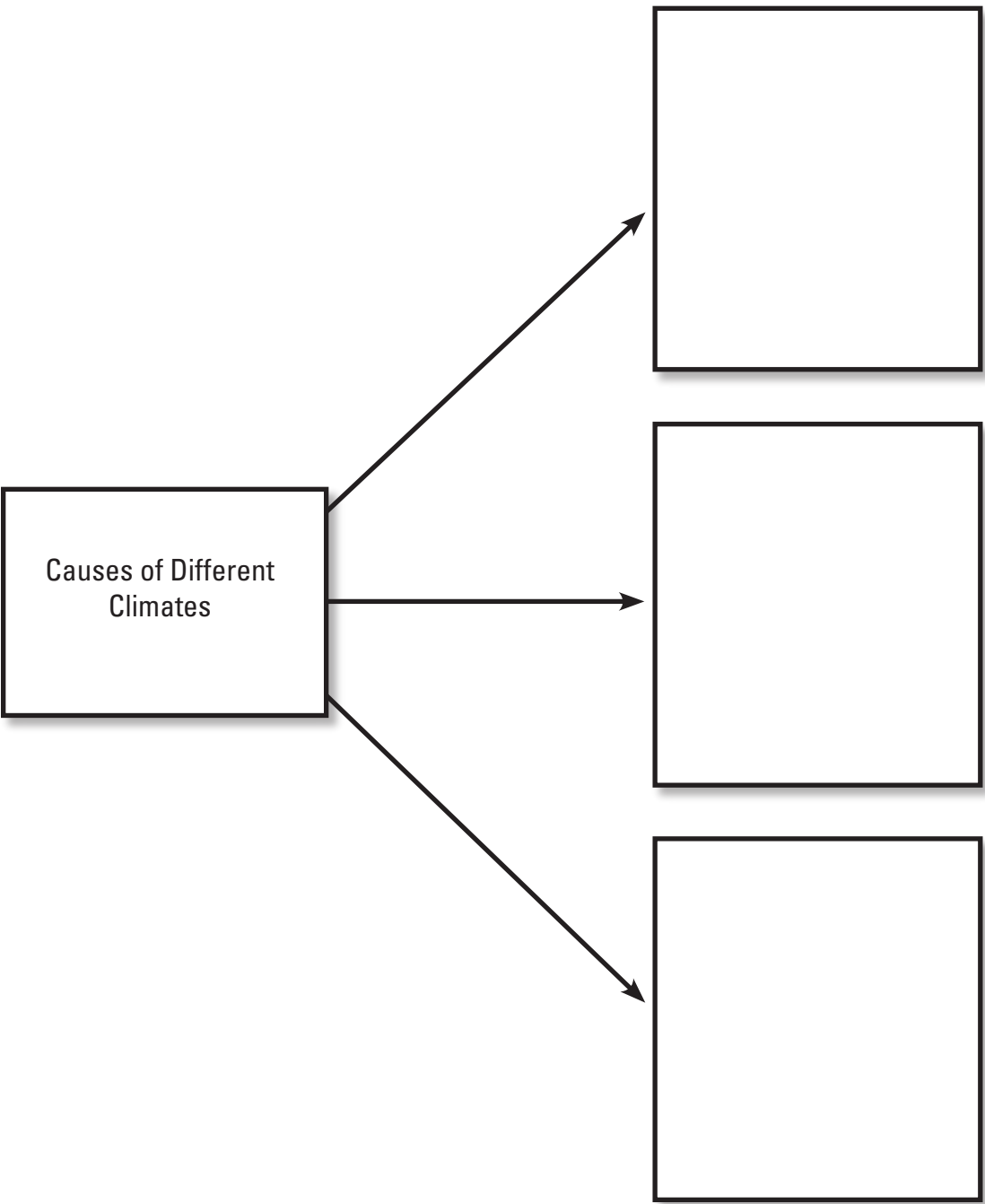
Directions: Complete the sentences. Use the simple past tense of the regular and irregular verbs in parentheses.

1. My mother (have) _____ a lot of courage.
2. She (come) _____ from New England.
3. I treasure the golden brooch she (leave) _____ me.
4. My mother (take) _____ her courage with her.
5. Her courage (do) _____ not stay behind.
6. Her courage (be) _____ as strong as a rock.
7. My father and I (go) _____ into town.
8. He (buy) _____ a newspaper.
9. His simple ways (teach) _____ me many things.
10. My father (take) _____ me on a lifelong journey.

Climate

Name _____ Date _____

Directions: As you read “Climate,” write details from the article that explain what causes parts of the Earth to have different climates.





Name _____ Date _____

Grammar Link *The Same (As), Similar (To), and Different (From)*

Use **the same as** when comparing things that are identical.

This picture on the left is **the same as** the picture on the right.

Use **similar to** when comparing things that have something in common.

The first song is **similar to** the second song.

Use **different from** when comparing things that have nothing in common.

The music in the movie is **different from** the music in the play.

Practice

Directions: Write **the same as**, **similar to**, or **different from** when comparing the climates of the regions.

1. Weather near the North and South poles is _____ weather near the equator.
2. Global warming means that weather patterns are not _____ they used to be.
3. The climates of areas near the equator are _____ each other.
4. The climate along the coasts is _____ the climate inland because of ocean winds and currents.
5. The climate on one side of a mountain is _____ the climate on the other side of the mountain.
6. City climates are _____ each other because of hot streets, parking lots, and buildings.
7. Rainy regions of the world are _____ the dry regions.



Name _____ Date _____

Grammar Link Present Perfect Tense of *Be*: *For* and *Since*

We form the **present perfect tense** of *be* with *have* or *has* and the past participle of the verb *be*.

We use the **present perfect tense** to talk about an action or situation that started in the past and continues up to the present. We often use the present perfect with *for* and *since*.

Subject	Have/Has	Past Participle of Be	
I, You	have	been	here for two hours.
He, She, It	has		here since 10 o'clock.
We, You, They	have		

Practice

Directions: Read each sentence about “He Lion, Bruh Bear, and Bruh Rabbit” below. Complete the sentences with the present perfect of the verb *be*.

1. He Lion _____ very loud and scaring the other animals.
2. The little animals _____ afraid to go hunting or fishing.
3. The little animals _____ busy meeting about what to do.
4. Bruh Bear and Bruh Rabbit _____ friends with he Lion for a long time.
5. He Lion said that he _____ king of the forest since he became full-grown.



and



Name _____ Date _____

Grammar Link *While and When with Past Time Clauses*

While can begin a time clause. The verb in a *while* clause is in the past progressive tense.

WHILE	
Main Clause	Time Clause
A man crossed the street	while he was driving.
Time Clause	Main Clause
While he was driving,	a man crossed the street.

When can begin a time clause. The verb in a *when* clause is in the past tense.

WHEN	
Main Clause	Time Clause
Jenny was working at the office	when Tony called.
Time Clause	Main Clause
When Tony called,	Jenny was working at the office.

Practice

Directions: Read each sentence about “Same Song” and “Maestro” below. Match the sentence parts.

- | | |
|---|--|
| _____ 1. My son lifted weights while | a. he played the violin. |
| _____ 2. I felt sad when | b. my daughter was sleeping. |
| _____ 3. He bows when | c. the audience claps. |
| _____ 4. My son slept while | d. my daughter was curling her hair. |
| _____ 5. The maestro’s mother nodded
and smiled when | e. I realized my children were worried
about their looks. |



Name _____ Date _____

Directions: As you read “Arachne,” summarize the different plot elements. In the large box, write a lesson someone could learn from the story.

- **Exposition** is information about the characters and setting at the beginning of the story.
- The **climax** is the most exciting part or the turning point of the story.
- The **resolution** is the ending, or the way the problem is solved.

Exposition



Climax

Resolution



Lesson

[illegible]



Name _____ Date _____

Grammar Link Commas before *and*, *but*, and *or*

When you combine simple sentences to make a compound sentence, use a **comma** before the conjunctions *and*, *but*, and *or*.

I have a cat. I have a dog.

I have a cat, *and* I have a dog.

I like spinach. I don't like broccoli.

I like spinach, *but* I don't like broccoli.

I might eat spaghetti. I might eat pizza.

I might eat spaghetti, *or* I might eat pizza.

Practice

Directions: Combine each pair of sentences into one compound sentence. Use *and*, *but*, or *or*. Remember to place a comma before the conjunction.

1. Arachne was a skillful weaver. She was famous.

2. She challenged Athene to a contest. She didn't expect her to come.

3. The old woman warned her. Arachne would not take her advice.

4. Athene started to weave. Arachne started to weave.

5. Should the onlookers choose Athene? Should they choose Arachne?

6. They were both skilled. The goddess was the quicker of the two.

7. Do not be disrespectful to the gods. You might suffer a terrible fate.

Name _____ Date _____

Grammar Link Spelling of Regular Past Tense Verbs

Verb Ending	Spelling Rule	Examples
Most regular verbs	Add <i>-ed</i>	rain, rained; point, pointed
Verb ends in e	Add <i>-d</i>	arrive, arrived; smile, smiled
Verb ends in consonant + y	Change <i>y</i> to <i>i</i> and add <i>-ed</i>	try, tried; carry, carried
Verb ends in vowel + y	Add <i>-ed</i>	enjoy, enjoyed; play, played
Verb ends in one consonant + vowel + consonant	Double the consonant and add <i>-ed</i>	stop; stopped; rub, rubbed
Verb ends in vowel + consonant and stress is on first syllable	Add <i>-ed</i> : Do not double the consonant	visit, visited; answer, answered
Verb ends in vowel + consonant and stress is on second syllable	Double the consonant and add <i>-ed</i>	prefer, preferred; occur, occurred

Practice

Directions: Write these words from “Functional Documents” in the simple past tense form.

Base Verb	Past Tense Verb	Base Verb	Past Tense Verb
apply		ask	
complete		call	
practice		try	
create		change	
affect		result	



Name _____ Date _____

Grammar Link Adjectives and Adverbs

An **adjective** describes a noun and usually answers the question *what*.

What color is the car? The car is **red**.

An **adverb** describes a verb, an adjective, or another adverb and usually answers the question *how*.

How does she dance? She dances **beautifully**.

Adjective	Adverb	Rule for forming adverbs
slow beautiful	slowly beautifully	For most adverbs, we add <i>-ly</i> to an adjective.
happy easy	happily easily	If the adjective ends in <i>y</i> , we change the <i>y</i> to <i>i</i> and then add <i>-ly</i> .
hard fast	hard fast	Some adverbs are the same as the adjective.

Practice

Directions: Read each sentence about “Eulogy on the Dog” below. Then underline the correct form of the adjective or adverb.

1. A dog is a (good/well) friend.
2. The wintry winds blow (fierce/fiercely).
3. The snow comes down (quick/quickly).
4. The dog sleeps (peaceful/peacefully) by its master.
5. A dog is (faithful/faithfully) to its master.
6. A dog is an (excellent/excellently) companion.
7. His friends treat him (bad/badly).

The Wolf and the House Dog

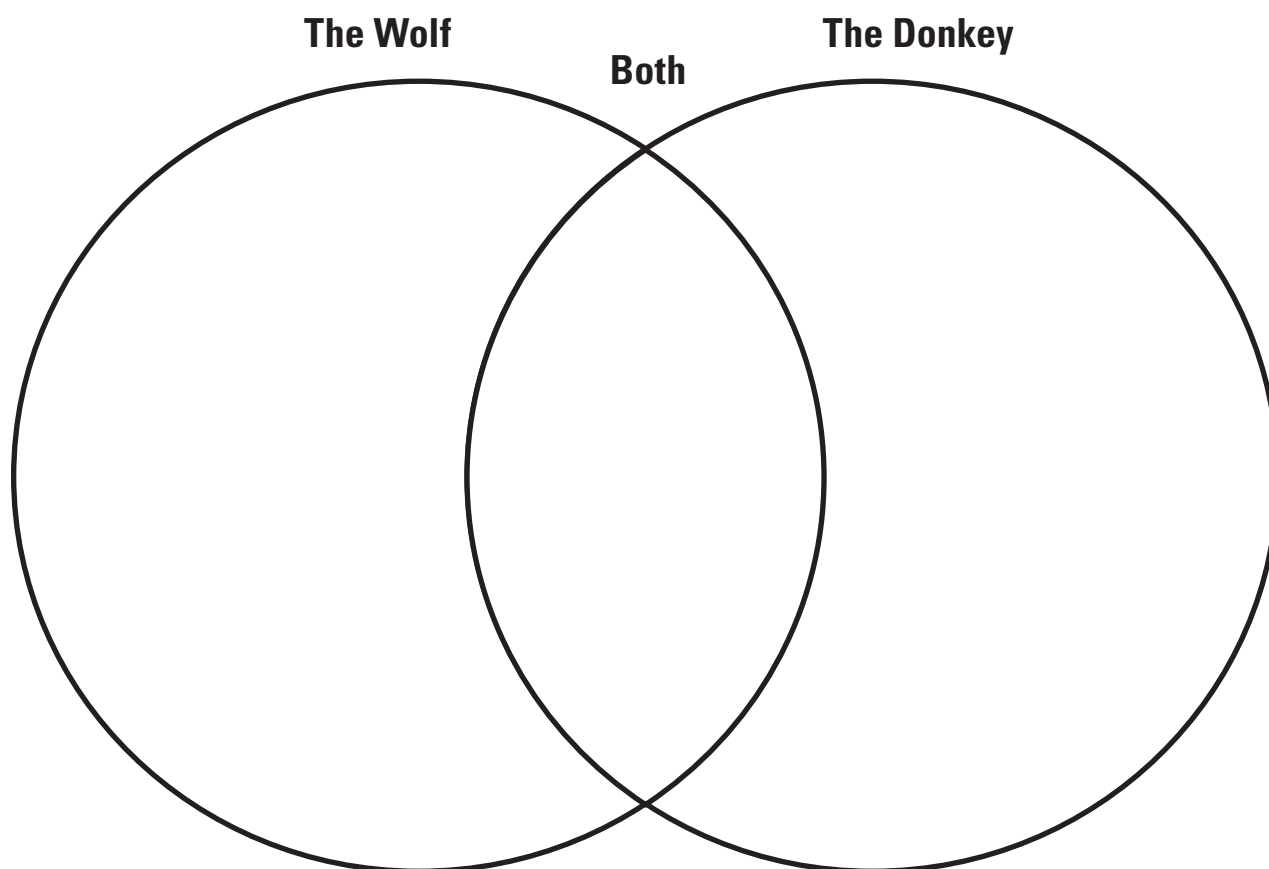
and

The Donkey & the Lapdog



Name _____ Date _____

Directions: Use the Venn diagram to compare and contrast the wolf and the donkey. Write details about each character in the sections that do not overlap. Write the ways the characters are similar in the overlapping section.





Name _____ Date _____

Grammar Link The Conjunctions *And*, *But*, and *Or*

We use **and**, **but**, and **or** to join two sentences. **And** adds information. **But** gives a contrasting idea. **Or** gives a choice.

The coat is beautiful, **and** it is also very warm.

I want to go skiing, **but** it is too rainy.

We can go, **or** we can stay.

We use a comma before the conjunctions **and**, **but**, and **or** when we connect two sentences.

The orange is sweet, **and** it is delicious.

The apple is ripe, **but** it is not good.

I can eat a pear, **or** I can eat a banana.

We do not use a comma when the conjunction separates two descriptive adjectives.

The fruit is soft **and** sweet.

She is tired **but** happy.

It can be good **or** bad.

We do not use a comma when the conjunction separates two nouns or prepositional phrases.

There are pears **and** bananas in my fruit bowl.

Do you want an apple **or** an orange?

There are oranges on the table **and** in the refrigerator.

Practice

Directions: Read each sentence about “The Wolf and the House Dog” and “The Donkey and the Lapdog” below. Complete the sentences with *and*, *but*, or *or*.

1. The wolf is hungry _____ tired.
2. The house dog is well fed, _____ it is fastened to a chain at night.
3. Would you rather be the wolf _____ the house dog?
4. The farmer has a little dog _____ a donkey.
5. The donkey crept out of the stable _____ into the house.

The Shutout

Name _____ Date _____

Grammar Link Statements with *There + Be*

We use **there is/there's** or **there are** to say that something exists.

There is a computer on the desk.

There's a printer on the desk.

There are books on the desk.

We say **there isn't/there aren't** to say that something does not exist.

There isn't a glass of milk on the counter.

There aren't two cookies in the jar.

We use *any* before plural nouns that follow negative verbs and in yes/no questions.

Are there **any** cookies on the table?

No, there **aren't** any cookies on the table.

Practice

Directions: Read each sentence about "The Shutout" below. Complete the sentences with *there's*, *there isn't*, *there are*, or *there aren't*.

- _____ one story about how baseball came to be that people agree on; there are many different stories.
- _____ a team named the Knickerbockers from New York.
- _____ any records of teams from the South in the 1860s.
- _____ any evidence to prove the myths were true.
- _____ any records to show the written history of black baseball players.
- _____ a lot of myths about baseball.

from

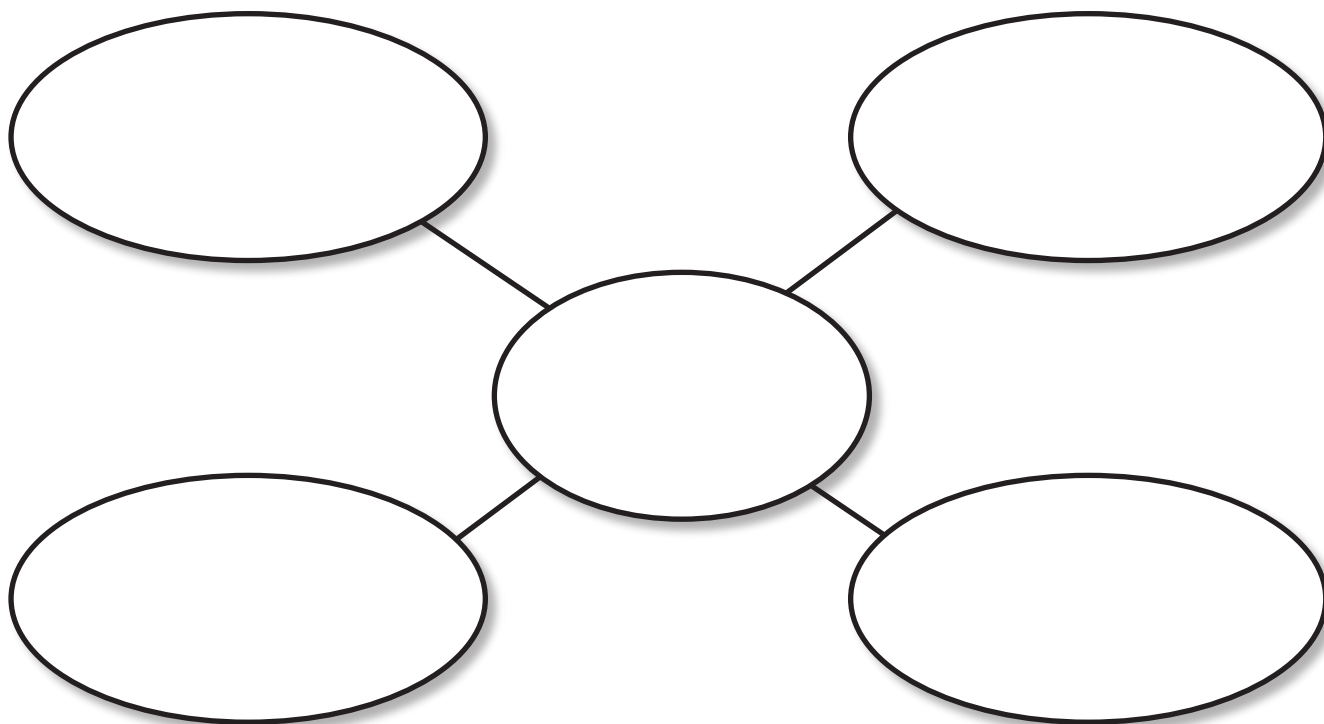
Elie Wiesel:

*Voice from
the Holocaust*



Name _____ Date _____

Directions: As you read “*from Elie Wiesel: Voice from the Holocaust*,” write experiences from Elie Wiesel’s life that make him a “Voice from the Holocaust” and result in his Nobel Peace Prize.





Name _____ Date _____

Grammar Link Comparative and Superlative Forms of Adverbs

The **comparative** form of an adverb compares two actions or things. The **superlative** form of an adverb compares more than two actions or things.

Adverb	Comparative	Superlative	
easily slowly carefully	more easily more slowly more carefully	the most easily the most slowly the most carefully	We use more with adverbs ending in <i>-ly</i> to compare two actions. We use most with adverbs ending in <i>-ly</i> to compare more than two actions.
fast hard early	faster harder earlier	the fastest the hardest the earliest	For most adverbs that have only one syllable, we add <i>-er</i> to make the comparative form and <i>-est</i> to make the superlative form.
well	better	the best	<i>Well</i> is an irregular verb.

Practice

A. Directions: Read each sentence about Elie Wiesel. Complete the sentences using the comparative or superlative form of the adverbs in *italics*.

- The man listened *intently* to the speaker, but the woman listened _____.
- Daily living was *hard*, but it became even _____.
- Nobel Peace Prize–winner Carl von Ossietzky is *highly* regarded, but Elie Wiesel is _____ regarded for his accomplishments.
- Other European dictators governed *brutally*, but Hitler ruled the _____ of all.
- Elie Wiesel was rescued fairly *early* after coming to Buchenwald, but he wishes he had been rescued _____.
- Wiesel's life turned out *well* in the end, but he hopes his son's life will turn out even _____.

Name _____ Date _____

Word Study Multiple-Meaning Words

Multiple-meaning words have more than one meaning. The context, or other words in the sentence and paragraph, can help you find the correct meaning of the word.

With a partner, read these sentences. Which words help you to figure out the correct meanings?

His cousin was very common. He talked with food in his mouth.

We tried to stump Juan with hard questions, but he always knew the answers.

Practice

Directions: Read each sentence about “Primary Lessons” below, and read the two meanings of each boldfaced word. Circle the letter of the meaning that makes sense in the sentence.

1. The author learned a “**primary** lesson” about her culture.
 - a. early grades in school
 - b. basic or most important
2. Mother held me in her **grip**, so she could button my skirt.
 - a. a handle
 - b. firm grasp
3. She lived in a **bubble** with her Puerto Rican parents.
 - a. a protected environment
 - b. a round body of air contained in a liquid
4. She thought it was not **fair** that she had to go to school there.
 - a. according to the rules
 - b. a sale of things to raise money
5. The adults thought La Mrs. was always **right**.
 - a. correct
 - b. opposite of left
6. The whole family helped with school **projects**.
 - a. public housing developments
 - b. tasks related to classroom studies

Name _____ Date _____

Grammar Link Interrogative Sentences

An **interrogative sentence** asks a question. An interrogative sentence ends with a question mark.

Are you in first grade?

Do you know how to speak Spanish?

A **declarative sentence** makes a statement. It ends with a period.

I am in first grade.

I know how to speak Spanish.

Practice

A. Directions: Read each sentence about “Primary Lessons” below. Write **I** if the sentence is interrogative. Write **D** if the sentence is declarative.

- _____ 1. We stayed with my grandmother in Puerto Rico.
- _____ 2. Why did I have to go to school here?
- _____ 3. Why did the students and the teacher wear uniforms?
- _____ 4. Which is the cruelest month of the year for a child?
- _____ 5. September is when summer ends and school begins.

B. Directions: Read each sentence below. Write a question mark at the end of each interrogative sentence. Write a period at the end of each declarative sentence.

6. Why did the teacher change her shoes
7. Do you think he could teach his dog to speak English
8. Our first lesson was English
9. He loved school and tried to impress the teacher
10. What does this autobiography tell you about the author



and

In Eleanor Roosevelt's Time

Name _____ Date _____

Directions: As you read “Eleanor Roosevelt” and “In Eleanor Roosevelt’s Time,” list the dates and the important accomplishments of Eleanor Roosevelt as First Lady, and her accomplishments and their dates after President Roosevelt died.

Accomplishments of Eleanor Roosevelt as First Lady	Accomplishments of Eleanor Roosevelt after President Roosevelt Died
1932 Eleanor becomes First Lady; Franklin D. Roosevelt becomes president. Eleanor defies segregation and works for the rights of African Americans.	



Name _____ Date _____

Word Study Suffixes and Prefixes

A **suffix** is a word part that is added at the end of a root or base word. A suffix changes the meaning of the word. It may also change the word's part of speech. For example, adding the suffix *-er* to the verb *teach* makes the word *teacher*, a noun that means "one who teaches."

Suffix	Meaning	Word/Example
<i>-an, -ian, -er, -or, -ist</i>	"person who is or does"	musician, teacher, artist
<i>-ation, -ion</i>	"action, state resulting from"	invention, invitation
<i>-ness, -ment</i>	"state, quality, or condition of"	sadness, enjoyment

A **prefix** is a word part that is added at the beginning of a root or base word. A prefix changes the meaning of the word.

Prefix	Meaning	Word/Example
<i>un-</i>	"not" or "do the opposite of"	unhappy
<i>in-</i>	"not" or "do the opposite of"	inactive
<i>ir-</i>	"not" or "do the opposite of"	irresponsible

Practice

Directions: Read each sentence about Eleanor Roosevelt below. Change the word in parentheses by adding a prefix or a suffix. Write the new word in the sentence.

- When Franklin got polio, he became _____. (active)
- Eleanor became known as a _____, because she worked for better conditions for women and children. (reform)
- She believed that a _____ should get fair wages. (work)
- She was a _____ for children with special needs. (teach)

Name _____ Date _____

Grammar Link Adverbs of Frequency

Always, usually, often, sometimes, rarely, and never are **adverbs of frequency**. We often use them with simple present tense verbs. They come between the subject and the verb. Adverbs of frequency tell us how often something happens.

I **always** do my homework.

You **usually** get up early.

Tony **often** listens to the radio.

She **sometimes** drinks tea.

Penguins **never** fly.

We put adverbs of frequency after the verb *be*.

Ted is **always** late.

Ted is **never** late.

Practice

Directions: Read each sentence about Eleanor Roosevelt below. Add the adverb of frequency to each sentence and write the new sentence in the space provided.

1. She worked long hours for the war effort. (sometimes)

2. Franklin Delano Roosevelt could use his legs again. (never)

3. Eleanor spoke on the radio. (often)

4. She sat with African Americans at a lecture hall. (always)

5. The soldiers had tears in their eyes when Eleanor left. (usually)

6. She is remembered as the First Lady of the World. (often)



Name _____ Date _____

Word Study Homophones

Homophones are words that sound alike but have different spellings and different meanings. Think about the sound, spelling, and meaning of the words *weigh* and *way*.

You **weigh** yourself on a scale.

You know your **way** to school.

To make sure you are using the correct homophone in a sentence,

- read the text around the word.
- use context clues to figure out which homophone you need.
- use a dictionary to check your choice.

Practice

Directions: Read each sentence. Circle the letter of the homophone that correctly completes the sentence.

1. Jay Blanchard Park in Orlando is home to owls, _____, and otters.
a. ducks
b. ducts
2. The health department warns that you should eat fish from the Little Econ River only once a _____.
a. weak
b. week
3. It is an amazing _____ to watch the eco-canoeist removing trash from the river.
a. scene
b. seen
4. The eco-canoeist has been working to clean Florida's waterways _____ more than a decade.
a. four
b. for
5. The eco-canoeist _____ fatigues and boots.
a. where's
b. wears



Name _____ Date _____

Grammar Link Prepositions of Place

Prepositions of place tell you where people or things are.

The envelope is **in** the book.

The book is **on** the shelf.

The bookcase is **next to** the window.

Practice

A. Directions: Read the paragraph about “The Eco-Canoeist” below. Complete each blank space with a preposition of place from the list below.

inside	next	to	on	into	out	of
--------	------	----	----	------	-----	----

The Little Econlohatchee River is _____ Jay Blanchard Park. It is very polluted. Objects like old clothing and furniture pollute the river. Trash also piles up on the land _____ the river. About ten years ago, Ranger Hatch found some of the trash from the river _____ trash cans in the park. The trash had been taken _____ the water! Ranger Hatch learned that a man named Steve Nordlinger paddles his canoe _____ the river and picks up the trash he finds. He pulls heavy items _____ his boat. Park rangers call Mr. Nordlinger The Eco-Canoeist for his hard work to save Florida’s waterways.

B. Directions: With a partner, ask and answer questions about “The Eco-Canoeist” using the word *where* and prepositions of place you have learned. Follow the model below.

You: Where does the Eco-Canoeist find trash?

Your Partner: In the Little Econlohatchee River.

from **Brighton Beach**
 Memoirs

Name _____ Date _____

Directions: As you read the excerpt from *Brighton Beach Memoirs*, pay attention to the events Stan describes. Complete the cause and effect chart with important events from the selection.

Cause		Effect
Andrew spills some linseed oil and ruins three hats.	→	Mr. Stroheim says Andrew will have to pay for the hats. Andrew cries.
	→	
	→	
	→	

from **Brighton Beach**
 Memoirs

Name _____ Date _____

Word Study Connotations and Denotations

A word's meaning is called its **denotation**. The feelings and images associated with a word are the word's **connotation**. For example, read the following sentences:

Stan walked down the street.

Stan strolled down the street.

When you read the first sentence, you may have imagined a man walking. But the word *strolled* probably gave you a more specific image. You might have imagined a man walking casually, not very quickly, maybe smiling.

When you read, pay attention to the words the writer has chosen. Ask yourself

- why did the writer choose a specific word or phrase?
- what is the word's denotation, or literal meaning?
- what feelings or images go with that word?

Practice

Directions: Write the connotation and denotation of the boldfaced word or phrase.

- Andrew puts some **junk** in the trash.
 The denotation of *junk* is _____.
 The connotation of *junk* is _____.
- Andrew **bawls** when he learns he will have to pay for the ruined hats.
 The denotation of *bawls* is _____.
 The connotation of *bawls* is _____.
- Mr. Stroheim looks like there are **machine gun bullets coming from his eyes**.
 The denotation of *machine gun bullets coming from his eyes* is _____.
 The connotation of *machine gun bullets coming from his eyes* is _____.
- Everyone is about to **bust a gut** when Stan sweeps the dirt onto Mr. Stroheim's shoes.
 The denotation of *bust a gut* is _____.
 The connotation of *bust a gut* is _____.
- Eugene says he's **sweating** during the story.
 The denotation of *sweating* is _____.
 The connotation of *sweating* is _____.

from **Brighton Beach**
 Memoirs

Name _____ Date _____

Grammar Link Possessive Pronouns

Possessive pronouns show ownership.

Is this Lizzy's book? Yes, it is **hers**.

I need to borrow a pencil. Brian has an extra one. I'll use **his**.

Possessive adjectives also show ownership.

My mother hung **her** coat in the closet.

The children did **their** homework.

Possessive Pronoun	Possessive Adjective
mine	my
yours	your
hers	her
his	his
ours	our
yours	your
theirs	their

Practice

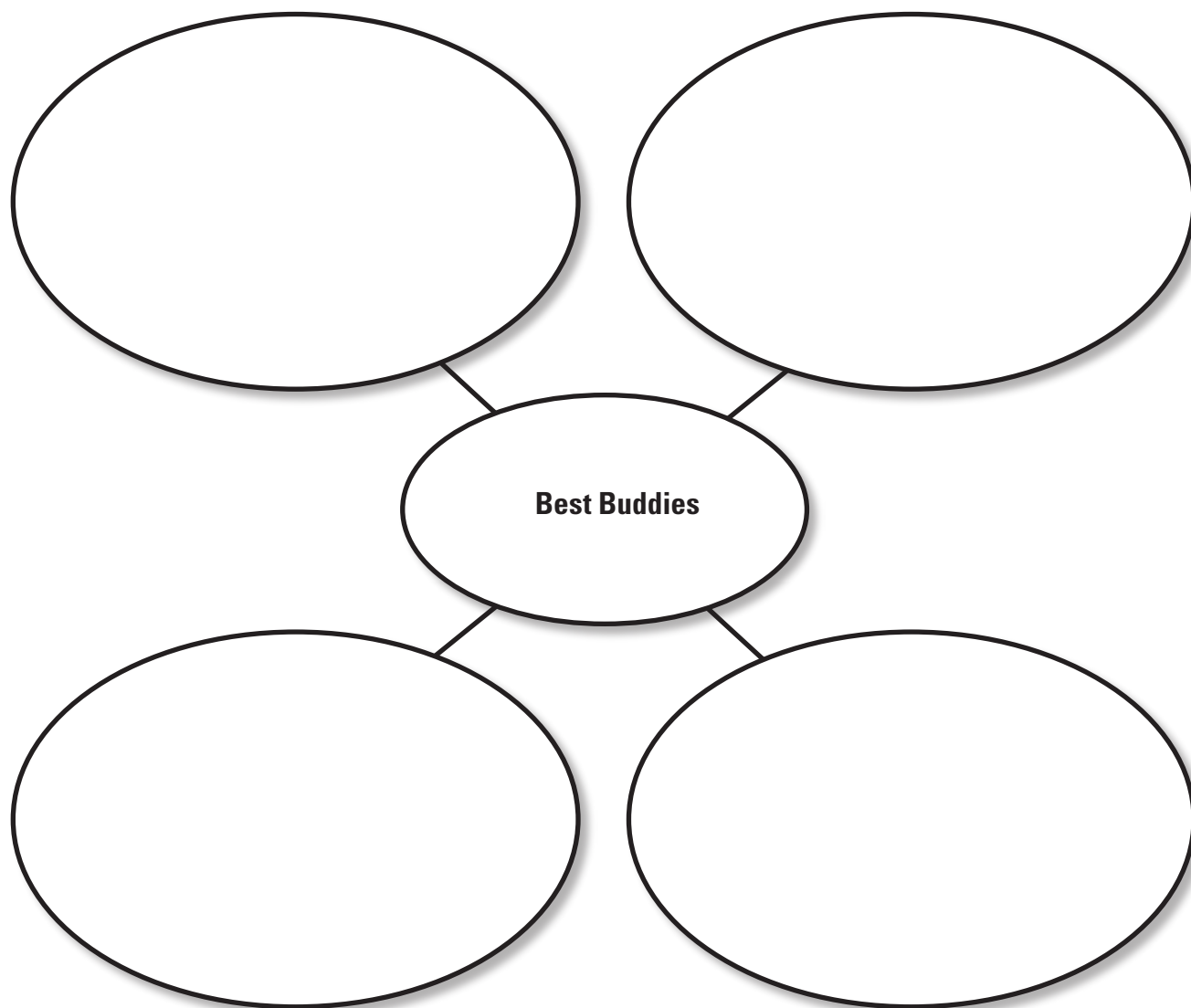
Directions: Circle the possessive adjective or possessive pronoun that best completes each sentence.

1. Stan might lose (his, its) job.
2. Andrew cried because Mr. Stroheim was going to take money out of (his, theirs) salary.
3. Mr. Stroheim yells, "It's none of (your, yours) business" when Stan sticks up for Andrew.
4. The employees show (their, theirs) interest when Stan begins to sweep.
5. When Mr. Stroheim tells Andrew to go pick up more hats, Stan says, "That job is (my, mine)."

TIME Best of Buddies

Name _____ Date _____

Directions: As you read the article, write details that explain the different ways Best Buddies helps the community.



TIME
Best of Buddies

Name _____ Date _____

Grammar Link The Simple Past Tense: Time Clauses with *Before* and *After*

A **time clause** may begin with *before* or *after*. It contains its own subject and verb, but it is not a complete sentence. In the examples below, the time clause is underlined.

Before I joined the organization, I didn't know much about it.

After we met our new friends, we spent a lot of time together.

Time clauses may come at the beginning or at the end of a sentence. When they come at the beginning, use a comma after the clause.

After I ate breakfast, I listened to the news.

Before she went on stage, she put on her costume.

Practice

A. Directions: Underline the time clause in each sentence.

1. Before Anthony Kennedy Shriver took his friend Jorge Mentado shopping one day, Jorge put on big boots with the laces untied.
2. Jorge talked to everyone after they went into each store.
3. Before they left one store, Jorge stopped to pet a dog.

B. Directions: Read each sentence below. Reverse the order of the main clause and the time clause. Remember to add a comma, if necessary.

4. Anthony Kennedy Shriver founded Best Buddies when he noticed that his friends weren't doing much for the community. _____

5. Shriver felt that he and his buddies were not helping the community before he started the group.

6. After he graduated, people asked Shriver to help start programs at other schools.

ZLATEH
THE GOAT



and

THE BOY WHO
LIVED WITH
THE BEARS



Name _____ Date _____

Directions: As you read “Zlateh the Goat” and “The Boy Who Lived with the Bears,” write clues that show how the main characters come to rely on the animals in the texts. Write details from the texts in the columns of the chart. The first detail has been added for you.

Zlateh the Goat	The Boy Who Lived with the Bears
Zlateh stops walking when she knows she and Aaron are in danger.	

**ZLATEH
THE GOAT**

and

**THE BOY WHO
LIVED WITH
THE BEARS**

Name _____ Date _____

Word Study **Figurative Language: Similes**

A **simile** compares two unlike things using *like* or *as*.

The sun shone **like** gold in the sky.

He runs **as** fast as a cheetah.

When you read a simile, ask yourself,

- why is the writer comparing these two items?
- what makes the items similar?
- how does this simile help me to visualize what the writer is describing?

Practice

Directions: Read each simile below. Circle the best explanation.

1. It was morning, but the sky looked **dark as dusk**.
 - a. It was nighttime.
 - b. Clouds darkened the sky.
2. **Hail like golf balls fell** during the storm.
 - a. Someone spilled a bucket of golf balls.
 - b. Large hail fell.
3. The snow looked **as if white imps were playing on the field**.
 - a. The snow whirled.
 - b. The snow stopped.
4. The wind was **cold as ice**.
 - a. Icicles flew through the air.
 - b. The wind was chilling.
5. Zlateh's **bleating was like crying**.
 - a. Zlateh acted like an infant.
 - b. Zlateh sounded scared.
6. Aaron's **nose felt like wood**.
 - a. His nose was broken.
 - b. His nose was numb.

ZLATEH
THE GOAT

and

THE BOY WHO
LIVED WITH
THE BEARS

Name _____ Date _____

Grammar Link Run-on Sentences

An independent clause contains a subject and a verb. It can stand alone as a complete sentence. Sometimes, a writer incorrectly joins two independent clauses and creates a **run-on sentence**.

My family will take a trip to Florida next week it should be nice and warm.

There are three ways to correct a run-on sentence:

- Separate the two independent clauses with a period. Capitalize the first word of the second independent clause.

My family will take a trip to Florida next week. It should be nice and warm.

- Place a comma and a coordinating conjunction (*and, but, so, or, for, yet, nor*) between the two independent clauses.

My family will take a trip to Florida next week, and it should be nice and warm.

- Place a semicolon between the two independent clauses.

My family will take a trip to Florida next week; it should be nice and warm.

Practice

A. Directions: Write **correct** if the sentence is correct. Write **run-on** if the sentence is a run-on. If the sentence is a run-on sentence, rewrite it using one of the strategies above.

1. There had been no snow Reuven the furrier decided to sell Zlateh the goat. _____

2. Aaron was instructed to take the goat and sell her to Fievel. _____

B. Directions: Rewrite each run-on sentence using one of the strategies above.

3. Aaron found a pile of hay he knew hay stayed warm even in cold weather.

4. Aaron was still hungry Zlateh gave him some of her milk. _____

**ZLATEH
THE GOAT**

and

**THE BOY WHO
LIVED WITH
THE BEARS**

Name _____ Date _____

Word Study Base Words and Their Derivatives

Sometimes you will come across a word you do not recognize while reading. You may be able to figure out the meaning of the unfamiliar word if you recognize its **base word**, or the word the unfamiliar word is based on.

Survival for wild animals was limited during the severe storm.

You can figure out the meaning of the word *survival* because you recognize its base, *survive*.

When you come across an unfamiliar word, you can

- identify the base word.
- connect the base word to context clues in the text.
- look at the word for prefixes or suffixes you already know.
- use a dictionary if you are still unable to create a meaning for the word.

Practice

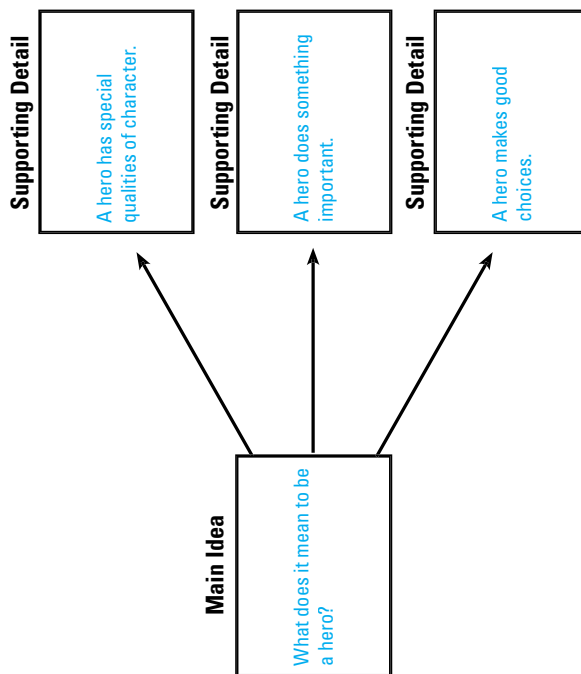
Directions: Read each sentence. Write the base word for the boldfaced word. Then write what you think the boldfaced word means.

1. The boy wanted to be **respectful** to his uncle.
 - a. Base Word _____
 - b. Meaning _____
2. The uncle dressed him in **ragged** clothes.
 - a. Base Word _____
 - b. Meaning _____
3. The uncle thought the boy was **troublesome**.
 - a. Base Word _____
 - b. Meaning _____
4. The boy and his uncle find a **clearing**.
 - a. Base Word _____
 - b. Meaning _____



Name _____ Date _____

Directions: As you read "What Exactly Is a Hero?," write the main idea of the essay in the box at the left and the details that support the main idea in the boxes at the right.



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Name _____ Date _____

Grammar Link Exclamatory and Imperative Sentences

An **exclamatory sentence** expresses a strong feeling. It ends with an exclamation point.

I love sweet strawberries!
The dessert looks delicious!

An **imperative sentence** gives a command or makes a request. It ends with a period.

Please help me make dinner.
Get the salad ready.

Practice

A. Directions: Read each sentence below. Write **E** if the sentence is exclamatory. Write **I** if the sentence is imperative.

- E** _____ 1. Don't confuse a celebrity with a hero!
- I** _____ 2. Name the differences between a hero and a celebrity.
- I** _____ 3. Find your inner strength and help others.
- E** _____ 4. Abraham Lincoln was a hero and a celebrity!
- I** _____ 5. Make the right choices so you can be a hero, too.

B. Directions: Read each sentence below. Write an exclamation point at the end of each exclamatory sentence. **I** Write a period at the end of each imperative sentence. _____

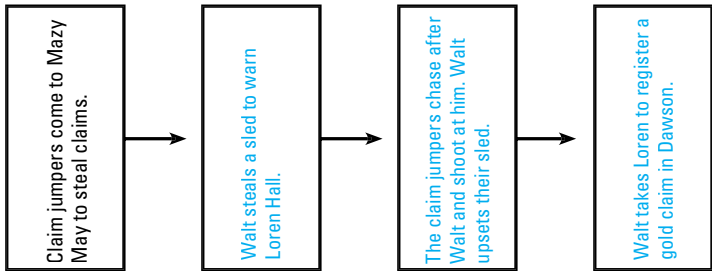
6. You can be a hero, too. **I** _____
7. Take the advice of Lao-tzu. _____
8. Choose the steps you take carefully. _____
9. Remember, it is what is inside of us that counts. _____
10. You are the bravest person I know. **I** _____

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Name _____ Date _____

Directions: As you read "The King of Mazy May," write the sequence of events that lead to Walt Masters becoming the King of Mazy May. Write the most important events from beginning to end starting at the top.



Name _____ Date _____

Word Study Root Words and Word Origins

The root of a word is its main part. If you know what the root of a word means, you can start to figure out the meaning of the whole word. Many words in English come from Latin and Greek roots.

Latin roots:

Root	Meaning	English word	Meaning
<i>spec</i>	to look at	spectator	someone who watches an event

Greek roots:

Root	Meaning	English word	Meaning
<i>bio</i>	life	biography	the story of a person's life

Practice

Directions: List one example of a word that uses the following Latin or Greek roots. Give a brief definition for each word.

Latin roots:

1. *spec* meaning "to look at" _____ spectacles, which means "eyeglasses"
2. *port* meaning "to carry" _____ transport, which means "to carry from one place to another"
3. *dict* meaning "to say" _____ dictionary, which means "a reference book of words"

Greek roots:

4. *bio* meaning "life" _____ biology, which means "the study of animal and plant life"
5. *meter* meaning "measure" _____ thermometer, which means "a tool to measure heat"
6. *graph* meaning "write/record" _____ graphic, which means "formed by writing or drawing"



Name _____ Date _____

Grammar Link As...As, Not As...As, and Less...Than

Use **as...as** to show that two things or people are the same in some way.

Mark is **as tall as** Joe.

Use **not as...as** to show that two things are different in some way.

Mark is **not as old as** Joe.

Use **less...than** with a long adjective (two syllables or more), except for two syllable adjectives ending in y.

Mark is **less intelligent than** Joe.

Practice

A. Directions: Complete the sentences with **as...as** and the adjectives in parentheses.

1. Walt Masters is (smart) _____ as smart as _____ the adult men of the Yukon.
2. The claim jumpers are not (honest) _____ as **honest as** _____ the settlers.
3. "The creek is (rich) _____ as **rich as** _____ a United States mint!"
4. The creek is (curvy) _____ as **curvy as** _____ a snake.
5. The first lead-dog was not (good) _____ as **good as** _____ Walt thought.
6. The Irishman was (quick) _____ as **quick as** _____ a cat.
7. Walt Masters is (famous) _____ as **famous as** _____ a king.

B. Directions: Complete the sentences with **less...than** and the long adjectives in parentheses.

8. The claim jumpers were (clever) _____ less clever than _____ Walt Masters.
9. Most boys were (experienced) _____ less **experienced than** _____ Walt in driving a dog sled.
10. One dog was (skillful) _____ less **skillful than** _____ the other.



Name _____ Date _____

Grammar Link Simple Past Tense: Irregular Verbs

Many verbs do not use the **-ed** form. The **past tense** of these verbs is **irregular**.

She **went** to Africa last year. (The past form of the verb (to go) is **went**.)

She **saw** a chimpanzee there. (The past form of the verb (to see) is **saw**.)

Common Irregular Verbs:

Base Form	Past Form
be	was/were
go	went
say	said

Practice

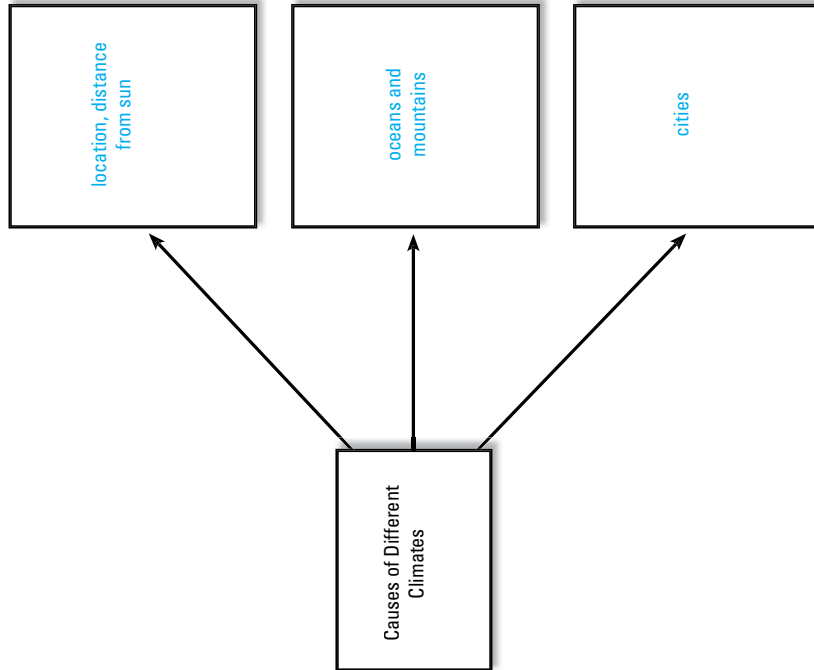
Directions: Complete the sentences. Use the simple past tense of the regular and irregular verbs in parentheses.

1. My mother (have) _____ **had** _____ a lot of courage.
2. She (come) _____ **came** _____ from New England.
3. I treasure the golden brooch she (leave) _____ **left** _____ me.
4. My mother (take) _____ **took** _____ her courage with her.
5. Her courage (do) _____ **did** _____ not stay behind.
6. Her courage (be) _____ **was** _____ as strong as a rock.
7. My father and I (go) _____ **went** _____ into town.
8. He (buy) _____ **bought** _____ a newspaper.
9. His simple ways (teach) _____ **taught** _____ me many things.
10. My father (take) _____ **took** _____ me on a lifelong journey.



Name _____ Date _____

Directions: As you read "Climate," write details from the article that explain what causes parts of the Earth to have different climates.



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Name _____ Date _____

Grammar Link *The Same (As), Similar (To), and Different (From)*

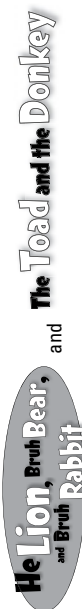
Use **the same as** when comparing things that are identical.
This picture on the left is **the same as** the picture on the right.
Use **similar to** when comparing things that have something in common.
The first song is **similar to** the second song.
Use **different from** when comparing things that have nothing in common.
The music in the movie is **different from** the music in the play.

Practice

Directions: Write **the same as**, **similar to**, or **different from** when comparing the climates of the regions.

1. Weather near the North and South poles is different from weather near the equator.
2. Global warming means that weather patterns are not the same as they used to be.
3. The climates of areas near the equator are similar to each other.
4. The climate along the coasts is different from the climate inland because of ocean winds and currents.
5. The climate on one side of a mountain is different from the climate on the other side of the mountain.
6. City climates are similar to each other because of hot streets, parking lots, and buildings.
7. Rainy regions of the world are different from the dry regions.

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Name _____ Date _____

Grammar Link Present Perfect Tense of *Be*: *For* and *Since*

We form the **present perfect tense** of *be* with *have* or *has* and the past participle of the verb *be*.

We use the **present perfect tense** to talk about an action or situation that started in the past and continues up to the present. We often use the present perfect with *for* and *since*.

Subject	Have/Has	Past Participle of Be	
I, You	have	been	here for two hours.
He, She, It	has		here since 10 o'clock.
We, You, They	have		

Practice

Directions: Read each sentence about "He Lion, Bruh Bear, and Bruh Rabbit" below. Complete the sentences with the present perfect of the verb *be*.

1. He Lion has been very loud and scaring the other animals.
2. The little animals have been afraid to go hunting or fishing.
3. The little animals have been busy meeting about what to do.
4. Bruh Bear and Bruh Rabbit have been friends with he Lion for a long time.
5. He Lion said that he has been king of the forest since he became full-grown.



Name _____ Date _____

Grammar Link *While* and *When* with Past Time Clauses

While can begin a time clause. The verb in a *while* clause is in the past progressive tense.

Main Clause	WHILE	Time Clause
A man crossed the street		while he was driving.
Time Clause	Main Clause	
While he was driving,		a man crossed the street.

When can begin a time clause. The verb in a *when* clause is in the past tense.

Main Clause	WHEN	Time Clause
Jenny was working at the office		when Tony called.
Time Clause	Main Clause	
When Tony called,		Jenny was working at the office.

Practice

Directions: Read each sentence about "Same Song" and "Maestro" below. Match the sentence parts.

- | | | |
|---|--|---|
| b | 1. My son lifted weights while | a. he played the violin. |
| e | 2. I felt sad when | b. my daughter was sleeping. |
| c | 3. He bows when | c. the audience claps. |
| d | 4. My son slept while | d. my daughter was curling her hair. |
| a | 5. The maestro's mother nodded and smiled when | e. I realized my children were worried about their looks. |



Name _____ Date _____

Directions: As you read "Arachne," summarize the different plot elements. In the large box, write a lesson someone could learn from the story.

- **Exposition** is information about the characters and setting at the beginning of the story.
- The **climax** is the most exciting part or the turning point of the story.
- The **resolution** is the ending, or the way the problem is solved.

Exposition

Arachne is the best weaver in the village. She is very proud. She enters a weaving contest against Athene.

Climax

Arachne weaves a picture that insulted Athene. Athene slaps Arachne and tears her work.

Resolution

Athene turns Arachne into a spider that spins webs.

Lesson

Be respectful. Gods always win conflicts with mortals.

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Name _____ Date _____

Grammar Link Commas before *and*, *but*, and *or*

When you combine simple sentences to make a compound sentence, use a **comma** before the conjunctions *and*, *but*, and *or*.

- I have a cat. I have a dog.
- I have a cat, *and* I have a dog.
- I like spinach. I don't like broccoli.
- I like spinach, *but* I don't like broccoli.
- I might eat spaghetti. I might eat pizza.
- I might eat spaghetti, *or* I might eat pizza.

Practice

Directions: Combine each pair of sentences into one compound sentence. Use *and*, *but*, or *or*. Remember to place a comma before the conjunction.

- Arachne was a skillful weaver. She was famous.
Arachne was a skillful weaver, and she was famous.
- She challenged Athene to a contest. She didn't expect her to come.
She challenged Athene to a contest, but she didn't expect her to come.
- The old woman warned her. Arachne would not take her advice.
The old woman warned her, but Arachne would not take her advice.
- Athene started to weave. Arachne started to weave.
Athene started to weave, and Arachne started to weave.
- Should the onlookers choose Athene? Should they choose Arachne?
Should the onlookers choose Athene, or should they choose Arachne?
- They were both skilled. The goddess was the quicker of the two.
They were both skilled, but the goddess was the quicker of the two.
- Do not be disrespectful to the gods. You might suffer a terrible fate.
Do not be disrespectful to the gods, or you might suffer a terrible fate.

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FUNCTIONAL DOCUMENTS: Survey and Policy

Name _____ Date _____

Grammar Link Spelling of Regular Past Tense Verbs

Verb Ending	Spelling Rule	Examples
Most regular verbs	Add <i>-ed</i>	rain, rained; point, pointed
Verb ends in e	Add <i>-d</i>	arrive, arrived; smile, smiled
Verb ends in consonant + y	Change y to i and add <i>-ed</i>	try, tried; carry, carried
Verb ends in vowel + y	Add <i>-ed</i>	enjoy, enjoyed; play, played
Verb ends in one consonant + vowel + consonant	Double the consonant and add <i>-ed</i>	stop, stopped; rub, rubbed
Verb ends in vowel + consonant and stress is on first syllable	Add <i>-ed</i> : Do not double the consonant	visit, visited; answer, answered
Verb ends in vowel + consonant and stress is on second syllable	Double the consonant and add <i>-ed</i>	prefer, preferred; occur, occurred

Practice

Directions: Write these words from "Functional Documents" in the simple past tense form.

Base Verb	Past Tense Verb	Base Verb	Past Tense Verb
apply	applied	ask	asked
complete	completed	call	called
practice	practiced	try	tried
create	created	change	changed
affect	affected	result	resulted



Name _____ Date _____

Grammar Link Adjectives and Adverbs

An **adjective** describes a noun and usually answers the question *what*.

What color is the car? The car is **red**.

An **adverb** describes a verb, an adjective, or another adverb and usually answers the question *how*.

How does she dance? She dances **beautifully**.

Adjective	Adverb	Rule for forming adverbs
slow beautiful	slowly beautifully	For most adverbs, we add <i>-ly</i> to an adjective.
happy easy	happily easily	If the adjective ends in y, we change the y to i and then add <i>-ly</i> .
hard fast	hard fast	Some adverbs are the same as the adjective.

Practice

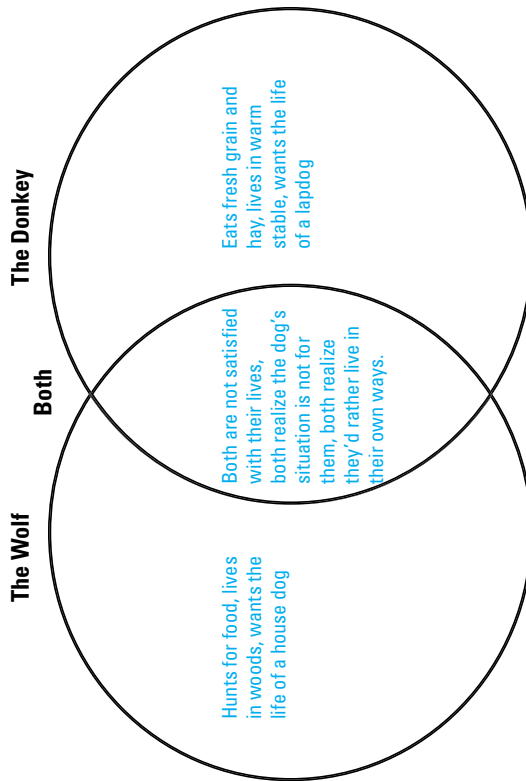
Directions: Read each sentence about "Eulogy on the Dog" below. Then underline the correct form of the adjective or adverb.

1. A dog is a (good/well) friend.
2. The wintry winds blow (fierce/fiercely).
3. The snow comes down (quick/quickly).
4. The dog sleeps (peaceful/peacefully) by its master.
5. A dog is (faithful/faithfully) to its master.
6. A dog is an (excellent/excellently) companion.
7. His friends treat him (bad/badly).



Name _____ Date _____

Directions: Use the Venn diagram to compare and contrast the wolf and the donkey. Write details about each character in the sections that do not overlap. Write the ways the characters are similar in the overlapping section.



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Name _____ Date _____

Grammar Link The Conjunctions *And*, *But*, and *Or*

We use **and**, **but**, and **or** to join two sentences. **And** adds information. **But** gives a contrasting idea. **Or** gives a choice.

The coat is beautiful, **and** it is also very warm.
I want to go skiing, **but** it is too rainy.
We can go, **or** we can stay.

We use a comma before the conjunctions **and**, **but**, and **or** when we connect two sentences.

The orange is sweet, **and** it is delicious.
The apple is ripe, **but** it is not good.
I can eat a pear, **or** I can eat a banana.

We do not use a comma when the conjunction separates two descriptive adjectives.

The fruit is soft **and** sweet.
She is tired **but** happy.
It can be good **or** bad.

We do not use a comma when the conjunction separates two nouns or prepositional phrases.

There are pears **and** bananas in my fruit bowl.
Do you want an apple **or** an orange?
There are oranges on the table **and** in the refrigerator.

Practice

Directions: Read each sentence about "The Wolf and the House Dog" and "The Donkey and the Lapdog" below. Complete the sentences with *and*, *but*, or *or*.

1. The wolf is hungry and tired.
2. The house dog is well fed, but it is fastened to a chain at night.
3. Would you rather be the wolf or the house dog?
4. The farmer has a little dog and a donkey.
5. The donkey crept out of the stable and into the house.

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The Shutout

Name _____ Date _____

Grammar Link Statements with *There* + *Be*

We use **there is/there's** or **there are** to say that something exists.

There is a computer on the desk.

There's a printer on the desk.

There are books on the desk.

We say **there isn't/there aren't** to say that something does not exist.

There isn't a glass of milk on the counter.

There aren't two cookies in the jar.

We use *any* before plural nouns that follow negative verbs and in yes/no questions.

Are there **any** cookies on the table?

No, there **aren't** any cookies on the table.

Practice

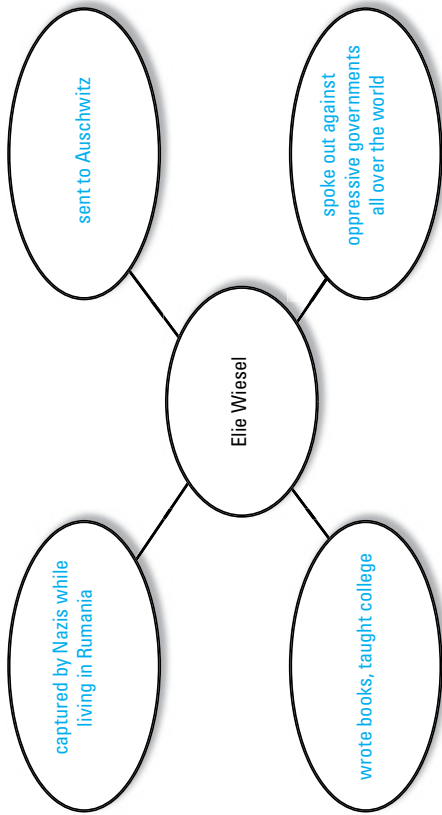
Directions: Read each sentence about "The Shutout" below. Complete the sentences with *there's*, *there isn't*, *there are*, or *there aren't*.

1. There isn't one story about how baseball came to be that people agree on; there are many different stories.
2. There's a team named the Knickerbockers from New York.
3. There aren't any records of teams from the South in the 1860s.
4. There isn't any evidence to prove the myths were true.
5. There aren't any records to show the written history of black baseball players.
6. There are a lot of myths about baseball.



Name _____ Date _____

Directions: As you read "from Elie Wiesel: Voice from the Holocaust," write experiences from Elie Wiesel's life that make him a "Voice from the Holocaust" and result in his Nobel Peace Prize.





Name _____ Date _____

Grammar Link **Comparative and Superlative Forms of Adverbs**

The **comparative** form of an adverb compares two actions or things. The **superlative** form of an adverb compares more than two actions or things.

Adverb	Comparative	Superlative	
easily	more easily	the most easily	We use more with adverbs ending in -ly to compare two actions. We use most with adverbs ending in -ly to compare more than two actions.
slowly	more slowly	the most slowly	
carefully	more carefully	the most carefully	
fast	faster	the fastest	For most adverbs that have only one syllable, we add -er to make the comparative form and -est to make the superlative form.
hard	harder	the hardest	
early	earlier	the earliest	
well	better	the best	Well is an irregular verb.

Practice

A. Directions: Read each sentence about Elie Wiesel. Complete the sentences using the comparative or superlative form of the adverbs in italics.

- The man listened *intently* to the speaker, but the woman listened more intently.
- Daily living was *hard*, but it became even harder.
- Nobel Peace Prize–winner Carl von Ossietzky is *highly* regarded, but Elie Wiesel is more highly regarded for his accomplishments.
- Other European dictators governed *brutally*, but Hitler ruled the most brutally of all.
- Elie Wiesel was rescued fairly *early* after coming to Buchenwald, but he wishes he had been rescued earlier.
- Wiesel's life turned out *well* in the end, but he hopes his son's life will turn out even better.



Name _____ Date _____

Word Study **Multiple-Meaning Words**

Multiple-meaning words have more than one meaning. The context, or other words in the sentence and paragraph, can help you find the correct meaning of the word.

With a partner, read these sentences. Which words help you to figure out the correct meanings?

- His cousin was very common. He talked with food in his mouth.
We tried to stump Juan with hard questions, but he always knew the answers.

Practice

Directions: Read each sentence about “Primary Lessons” below, and read the two meanings of each boldfaced word. Circle the letter of the meaning that makes sense in the sentence.

- The author learned a “**primary** lesson” about her culture.
a. early grades in school
b. basic or most important
- Mother held me in her **grip**, so she could button my skirt.
a. a handle
b. firm grasp
- She lived in a **bubble** with her Puerto Rican parents.
a. a protected environment
b. a round body of air contained in a liquid
- She thought it was not **fair** that she had to go to school there.
a. according to the rules
b. a sale of things to raise money
- The adults thought La Mrs. was always **right**.
a. correct
b. opposite of left
- The whole family helped with school **projects**.
a. public housing developments
b. tasks related to classroom studies

Name _____ Date _____

Grammar Link Interrogative Sentences

An **interrogative sentence** asks a question. An interrogative sentence ends with a question mark.

Are you in first grade?

Do you know how to speak Spanish?

A **declarative sentence** makes a statement. It ends with a period.

I am in first grade.

I know how to speak Spanish.

Practice

A. Directions: Read each sentence about "Primary Lessons" below. Write **I** if the sentence is interrogative. Write **D** if the sentence is declarative.

_____ **D** 1. We stayed with my grandmother in Puerto Rico.

_____ **I** 2. Why did I have to go to school here?

_____ **I** 3. Why did the students and the teacher wear uniforms?

_____ **I** 4. Which is the cruelest month of the year for a child?

_____ **D** 5. September is when summer ends and school begins.

B. Directions: Read each sentence below. Write a question mark at the end of each interrogative sentence. Write a period at the end of each declarative sentence.

6. Why did the teacher change her shoes _____?

7. Do you think he could teach his dog to speak English _____?

8. Our first lesson was English _____.

9. He loved school and tried to impress the teacher _____.

10. What does this autobiography tell you about the author _____?

Name _____ Date _____

Directions: As you read "Eleanor Roosevelt" and "In Eleanor Roosevelt's Time," list the dates and the important accomplishments of Eleanor Roosevelt as First Lady, and her accomplishments and their dates after President Roosevelt died.

Accomplishments of Eleanor Roosevelt as First Lady	Accomplishments of Eleanor Roosevelt after President Roosevelt Died
1932 Eleanor becomes First Lady; Franklin D. Roosevelt becomes president. Eleanor defies segregation and works for the rights of African Americans.	1946 Eleanor elected as head of U.N. Human Rights Commission. Eleanor helps draft the Declaration of Human Rights.
1939 Eleanor lectured, wrote a newspaper column and spoke on the radio about the rights of women.	1961 Eleanor appointed to the U.N. by President John F. Kennedy. Appointed chair of President's Commission on the Status of Women.
1940 Eleanor speaks at Democratic National Convention.	
1943 Eleanor boosts morale of soldiers in South Pacific.	
1945 Eleanor influences Army Nurse Corps to accept black women. Eleanor Joins the NAACP board of directors.	

Name _____ Date _____

Word Study Suffixes and Prefixes

A **suffix** is a word part that is added at the end of a root or base word. A suffix changes the meaning of the word. It may also change the word's part of speech. For example, adding the suffix *-er* to the verb *teach* makes the word *teacher*, a noun that means "one who teaches."

Suffix	Meaning	Word/Example
<i>-an, -ian, -er, -or, -ist</i>	"person who is or does"	musician, teacher, artist
<i>-ation, -ion</i>	"action, state resulting from"	invention, invitation
<i>-ness, -ment</i>	"state, quality, or condition of"	sadness, enjoyment

A **prefix** is a word part that is added at the beginning of a root or base word. A prefix changes the meaning of the word.

Prefix	Meaning	Word/Example
<i>un-</i>	"not" or "do the opposite of"	unhappy
<i>in-</i>	"not" or "do the opposite of"	inactive
<i>ir-</i>	"not" or "do the opposite of"	irresponsible

Practice

Directions: Read each sentence about Eleanor Roosevelt below. Change the word in parentheses by adding a prefix or a suffix. Write the new word in the sentence.

- When Franklin got polio, he became inactive (active)
- Eleanor became known as a reformer, because she worked for better conditions for women and children. (reform)
- She believed that a worker should get fair wages. (work)
- She was a teacher for children with special needs. (teach)

Name _____ Date _____

Grammar Link Adverbs of Frequency

Always, usually, often, sometimes, rarely, and never are adverbs of frequency. We often use them with simple present tense verbs. They come between the subject and the verb. Adverbs of frequency tell us how often something happens.

I **always** do my homework.

You **usually** get up early.

Tony **often** listens to the radio.

She **sometimes** drinks tea.

Penguins **never** fly.

We put adverbs of frequency after the verb *be*.

Ted is **always** late.

Ted is **never** late.

Practice

Directions: Read each sentence about Eleanor Roosevelt below. Add the adverb of frequency to each sentence and write the new sentence in the space provided.

- She worked long hours for the war effort. (sometimes)
She sometimes worked long hours for the war effort.
- Franklin Delano Roosevelt could use his legs again. (never)
Franklin Delano Roosevelt could never use his legs again.
- Eleanor spoke on the radio. (often)
Eleanor often spoke on the radio.
- She sat with African Americans at a lecture hall. (always)
She always sat with African Americans at a lecture hall.
- The soldiers had tears in their eyes when Eleanor left. (usually)
The soldiers usually had tears in their eyes when Eleanor left.
- She is remembered as the First Lady of the World. (often)
She is often remembered as the First Lady of the World.



Name _____ Date _____

Word Study Homophones

Homophones are words that sound alike but have different spellings and different meanings. Think about the sound, spelling, and meaning of the words *weigh* and *way*. You **weigh** yourself on a scale. You know your **way** to school.

To make sure you are using the correct homophone in a sentence,

- read the text around the word.
- use context clues to figure out which homophone you need.
- use a dictionary to check your choice.

Practice

Directions: Read each sentence. Circle the letter of the homophone that correctly completes the sentence.

- Jay Blanchard Park in Orlando is home to owls, _____, and others.
a. ducks **b.** ducts
- The health department warns that you should eat fish from the Little Econ River only once a _____.
a. weak **b.** week
- It is an amazing _____ to watch the eco-canoeist removing trash from the river.
a. scene **b.** seen
- The eco-canoeist has been working to clean Florida's waterways _____ more than a decade.
a. four **b.** for
- The eco-canoeist _____ fatigues and boots.
a. where's **b.** wears

THE ECO-CANOEIST



Name _____ Date _____

Grammar Link Prepositions of Place

Prepositions of place tell you where people or things are.
The envelope is **in** the book.
The book is **on** the shelf.
The bookcase is **next to** the window.

Practice

A. Directions: Read the paragraph about “The Eco-Canoeist” below. Complete each blank space with a preposition of place from the list below.

inside	next	to	on	into	out	of
--------	------	----	----	------	-----	----

The Little Econlohatchee River is in Jay Blanchard Park. It is very polluted. Objects like old clothing and furniture pollute the river. Trash also piles up on the land next to the river. About ten years ago, Ranger Hatch found some of the trash from the river inside trash cans in the park. The trash had been taken out of the water! Ranger Hatch learned that a man named Steve Nordlinger paddles his canoe on the river and picks up the trash he finds. He pulls heavy items into his boat. Park rangers call Mr. Nordlinger The Eco-Canoeist for his hard work to save Florida’s waterways.

B. Directions: With a partner, ask and answer questions about “The Eco-Canoeist” using the word *where* and prepositions of place you have learned. Follow the model below.
You: Where does the Eco-Canoeist find trash?
Your Partner: In the Little Econlohatchee River.

from Brighton Beach Memoirs

Name _____ Date _____

Directions: As you read the excerpt from *Brighton Beach Memoirs*, pay attention to the events Stan describes. Complete the cause and effect chart with important events from the selection.

Cause	Effect
Andrew spills some linseed oil and ruins three hats.	Mr. Stroheim says Andrew will have to pay for the hats. Andrew cries.
Stan tells Mr. Stroheim he is wrong to punish Andrew.	Mr. Stroheim orders Stan to clean the warehouse.
Stan sweeps dust on Mr. Stroheim's shoes.	Mr. Stroheim pulls Stan into his office and yells at him. He threatens to fire Stan if he does not apologize.
Stan has to decide whether or not to write a letter apologizing to Mr. Stroheim.	Stan decides to ask his father what to do.

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from Brighton Beach Memoirs

Name _____ Date _____

Word Study Connotations and Denotations

A word's meaning is called its **denotation**. The feelings and images associated with a word are the word's **connotation**. For example, read the following sentences:

Stan walked down the street.
Stan strolled down the street.

When you read the first sentence, you may have imagined a man walking. But the word *strolled* probably gave you a more specific image. You might have imagined a man walking casually, not very quickly, maybe smiling.

When you read, pay attention to the words the writer has chosen. Ask yourself

- why did the writer choose a specific word or phrase?
- what is the word's denotation, or literal meaning?
- what feelings or images go with that word?

Practice

Directions: Write the connotation and denotation of the boldfaced word or phrase.

- Andrew puts some **junk** in the trash.
The denotation of *junk* is old or discarded material.
The connotation of *junk* is useless and worthless.
- Andrew **bawls** when he learns he will have to pay for the ruined hats.
The denotation of *bawls* is crying.
The connotation of *bawls* is crying hard and uncontrollably.
- Mr. Stroheim looks like there are **machine gun bullets coming from his eyes**.
The denotation of *machine gun bullets coming from his eyes* is staring.
The connotation of *machine gun bullets coming from his eyes* is stares with an angry look.
- Everyone is about to **bust a gut** when Stan sweeps the dirt onto Mr. Stroheim's shoes.
The denotation of *bust a gut* is laughing.
The connotation of *bust a gut* is laughing very hard.
- Eugene says he's **sweating** during the story.
The denotation of *sweating* is perspiring.
The connotation of *sweating* is anxious to hear the rest of the story.

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from **Brighton Beach**
Memoirs

Name _____ Date _____

Grammar Link Possessive Pronouns

Possessive pronouns show ownership.
Is this Lizzy's book? Yes, it is **hers**.
I need to borrow a pencil. Brian has an extra one. I'll use **his**.
Possessive adjectives also show ownership.
My mother hung **her** coat in the closet.
The children did **their** homework.

Possessive Pronoun	Possessive Adjective
mine	my
yours	your
hers	her
his	his
ours	our
yours	your
theirs	their

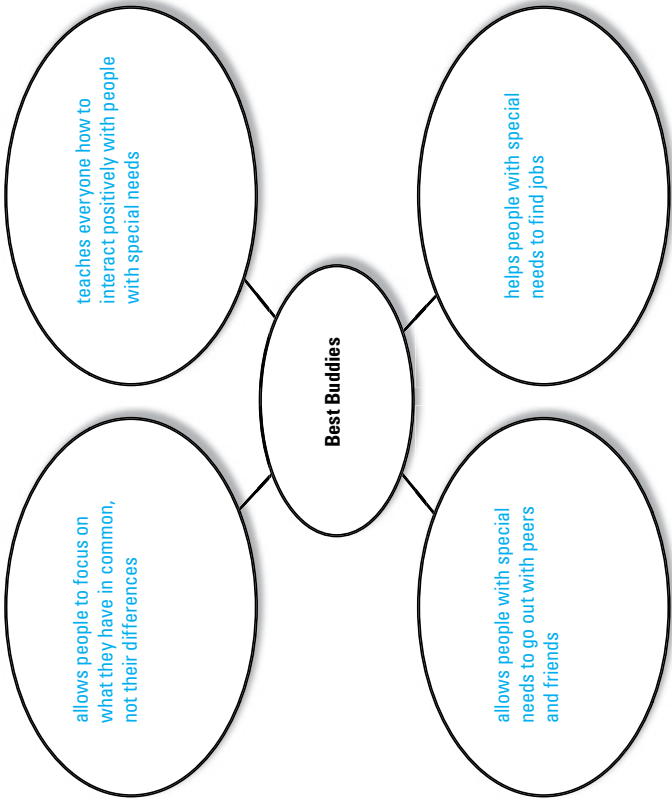
Practice

- Directions:** Circle the possessive adjective or possessive pronoun that best completes each sentence.
- Stan might lose (his) job.
 - Andrew cried because Mr. Stroheim was going to take money out of (his) salary.
 - Mr. Stroheim yells, "It's none of (your) business" when Stan sticks up for Andrew.
 - The employees show (their) interest when Stan begins to sweep.
 - When Mr. Stroheim tells Andrew to go pick up more hats, Stan says, "That job is (my) mine."

TIME
Best of Buddies

Name _____ Date _____

Directions: As you read the article, write details that explain the different ways Best Buddies helps the community.



TIME Best of Buddies

Name _____ Date _____

Grammar Link The Simple Past Tense: Time Clauses with *Before* and *After*

A **time clause** may begin with *before* or *after*. It contains its own subject and verb, but it is not a complete sentence. In the examples below, the time clause is underlined.

Before I joined the organization, I didn't know much about it.
After we met our new friends, we spent a lot of time together.

Time clauses may come at the beginning or at the end of a sentence. When they come at the beginning, use a comma after the clause.
After I ate breakfast, I listened to the news.
Before she went on stage, she put on her costume.

Practice

A. Directions: Underline the time clause in each sentence.

1. Before Anthony Kennedy Shriver took his friend Jorge Mentado shopping one day, Jorge put on big boots with the laces untied.
2. Jorge talked to everyone after they went into each store.
3. Before they left one store, Jorge stopped to pet a dog.

B. Directions: Read each sentence below. Reverse the order of the main clause and the time clause. Remember to add a comma, if necessary.

4. Anthony Kennedy Shriver founded Best Buddies when he noticed that his friends weren't doing much for the community. When he noticed that his friends weren't doing much for the community, Anthony Kennedy Shriver founded Best Buddies.
5. Shriver felt that he and his buddies were not helping the community before he started the group.
Before he started the group, Shriver felt he and his buddies were not helping the community.
6. After he graduated, people asked Shriver to help start programs at other schools.
People asked Shriver to help start programs at other schools after he graduated.

ZLATEH THE GOAT and THE BOY WHO LIVED WITH THE BEARS

Name _____ Date _____

Directions: As you read "Zlateh the Goat" and "The Boy Who Lived with the Bears," write clues that show how the main characters come to rely on the animals in the texts. Write details from the texts in the columns of the chart. The first detail has been added for you.

Zlateh the Goat	The Boy Who Lived with the Bears
Zlateh stops walking when she knows she and Aaron are in danger. Possible answer: She provides milk to Aaron. She keeps him company inside the haystack. She seems to listen, reply, and question.	Possible answer: The animals roll back the stone and let the boy out of the cave. The animals invite the boy to live with them. The animals allow the boy to choose which animals to live with. The bears teach the boy how to listen for hunters.

Name _____ Date _____

Word Study Figurative Language: Similes

A **simile** compares two unlike things using *like* or *as*.
The sun shone **like** gold in the sky.
He runs **as** fast as a cheetah.

When you read a simile, ask yourself,

- why is the writer comparing these two items?
- what makes the items similar?
- how does this simile help me to visualize what the writer is describing?

Practice

Directions: Read each simile below. Circle the best explanation.

1. It was morning, but the sky looked **dark as dusk**.
a. It was nighttime.
b. Clouds darkened the sky.
2. **Hail like golf balls fell** during the storm.
a. Someone spilled a bucket of golf balls.
b. Large hail fell.
3. The snow looked **as if whiteimps were playing on the field**.
a. The snow whirled.
b. The snow stopped.
4. The wind was **cold as ice**.
a. Icicles flew through the air.
b. The wind was chilling.
5. Zlateh's **bleating was like crying**.
a. Zlateh acted like an infant.
b. Zlateh sounded scared.
6. Aaron's **nose felt like wood**.
a. His nose was broken.
b. His nose was numb.

Name _____ Date _____

Grammar Link Run-on Sentences

An independent clause contains a subject and a verb. It can stand alone as a complete sentence. Sometimes, a writer incorrectly joins two independent clauses and creates a **run-on sentence**.

My family will take a trip to Florida next week it should be nice and warm.

There are three ways to correct a run-on sentence:

- Separate the two independent clauses with a period. Capitalize the first word of the second independent clause.

My family will take a trip to Florida next week. It should be nice and warm.
Place a comma and a coordinating conjunction (*and, but, so, or, for, yet, nor*) between the two independent clauses.

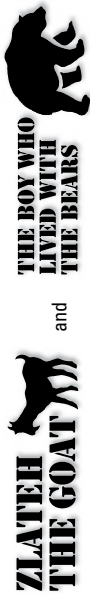
My family will take a trip to Florida next week, and it should be nice and warm.
Place a semicolon between the two independent clauses.

My family will take a trip to Florida next week; it should be nice and warm.

Practice

A. Directions: Write **correct** if the sentence is correct. Write **run-on** if the sentence is a run-on. If the sentence is a run-on sentence, rewrite it using one of the strategies above.

1. There had been no snow Reuven the furrier decided to sell Zlateh the goat. run-on
There had been no snow, so Reuven the furrier decided to sell Zlateh the goat.
 2. Aaron was instructed to take the goat and sell her to Fievel. correct
- B. Directions: Rewrite each run-on sentence using one of the strategies above.
3. Aaron found a pile of hay he knew hay stayed warm even in cold weather.
Aaron found a pile of hay. He knew hay stayed warm even in cold weather.
 4. Aaron was still hungry Zlateh gave him some of her milk.
Aaron was still hungry. Zlateh gave him some of her milk.



Name _____ Date _____

Word Study Base Words and Their Derivatives

Sometimes you will come across a word you do not recognize while reading. You may be able to figure out the meaning of the unfamiliar word if you recognize its **base word**, or the word the unfamiliar word is based on.

Survival for wild animals was limited during the severe storm.

You can figure out the meaning of the word *survival* because you recognize its base, *survive*.

When you come across an unfamiliar word, you can

- identify the base word.
- connect the base word to context clues in the text.
- look at the word for prefixes or suffixes you already know.
- use a dictionary if you are still unable to create a meaning for the word.

Practice

Directions: Read each sentence. Write the base word for the boldfaced word. Then write what you think the boldfaced word means.

1. The boy wanted to be **respectful** to his uncle.
a. Base Word respect
b. Meaning full of respect
2. The uncle dressed him in **ragged** clothes.
a. Base Word rag
b. Meaning old or torn
3. The uncle thought the boy was **troublesome**.
a. Base Word trouble
b. Meaning causing trouble
4. The boy and his uncle find a **clearing**.
a. Base Word clear
b. Meaning area free of trees

Acknowledgments

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“Best of Buddies”: Updated 2005, from *PEOPLE*, February 27, 1995.

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